

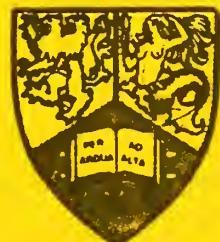
AN ANNOTATED BIBLIOGRAPHY OF
BOOKS AND ARTICLES ON THE
VISUALLY HANDICAPPED IN THE
SCHOOL OF EDUCATION

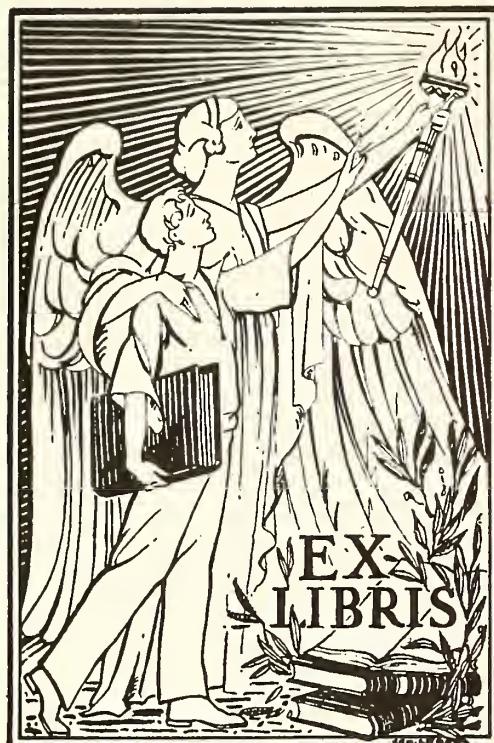
BY
BRONWEN M. HUNTER

1974

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1975

RESEARCH CENTRE FOR THE
EDUCATION OF THE VISUALLY HANDICAPPED
SCHOOL OF EDUCATION
UNIVERSITY OF BIRMINGHAM





AMERICAN FOUNDATION
FOR THE BLIND INC.

15 WEST 16th STREET
NEW YORK, N.Y., 10011

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PREFACE

In this bibliography are listed the books, reports, and pamphlets on visual handicap currently held by the Library of Birmingham University's School of Education. The holdings do not cover the medical/ophthalmological aspects of visual impairment (except for a few introductory texts and guides), and most of the references can be classified under such headings as the educational, psychological, and rehabilitation needs of the visually handicapped. The items have been arranged in alphabetical order, and each is followed by a brief description of its subject-matter. This means that users can obtain an idea of the coverage of each chapter of the longer texts and of the published proceedings of conferences. It is my conviction that Mrs. Hunter's painstaking work will be of particular help to teachers and social workers, allowing those who are unable to visit the Library to indulge in that useful activity of 'browsing'.

When the Research Centre was set up, one of the tasks laid upon it was the dissemination of information. We have tried to accomplish this by providing schools with copies of our own research reports, with specialist bibliographies on topics such as mobility and the teaching of mathematics, and with sets of 'abstracts' of articles published in the specialist journals. This new bibliography is intended to supplement these sources of information. When used in conjunction with the indexes of the R.N.I.B.'s own Reference Library, the bibliography will enable new entrants as well as experienced researchers, teachers, and social workers to find out what is now available in published form in this country. We shall try to aid them further by adding sheets to this list as new materials are taken into the Library.

Michael Tobin,
August, 1975,
Research Centre for the Education of
the Visually Handicapped.



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Abel, G.L. (Compiler) "CONCERNING THE EDUCATION OF BLIND CHILDREN", 1959, 107pp.

"The pre-school blind child - his needs and resources"; "The role of the residential school in the education of blind children"; "The role of the public school system in the education of blind with sighted children"; "The itinerant teaching program for blind children"; "The growth of the resource room"; "Volunteer services in the Education of Blind Children and youth"; "Claymodelling - a means and an end"; "Community resources available to visually handicapped children in our community"; "Our language concerning blindness"; "Problems and trends in the education of blind children and youth"; Suggested reading list.

American Association of Instructors of the Blind. "WORLD CONFERENCE ON WORK FOR THE BLIND", 1932, 558pp.

The conference was in three parts:- (1) consideration of set topics - education, employment, technical aids and provisions; (2) a ten-day tour of representative agencies for the blind in the Eastern part of the U.S.A.; (3) two-day summing up period and business meetings on proposals for a world council organisation for all of which speeches and discussions are reproduced in full. Summaries are given of round-table discussions of various topics in education and welfare. Supplementary papers on work for the blind in various countries are reprinted in the second half of the book.

American Association of Workers for the Blind. "BLINDNESS", 1964, 175pp.

U.S. Government sponsored research to study blindness; social welfare in transition; ageing and blindness; towards a new definition of blindness; mobility in perspective; development of international co-operation in work for the blind.

American Association of Workers for the Blind. "BLINDNESS", 1967, 199pp.

"A living philosophy - its significance to the Agency serving blind persons"; "Time compressed recorded speech and faster aural reading"; "Enjoyment of the Arts: another aspect of rehabilitation"; "The pros and cons of an eye institute"; "The international program of the vocational rehabilitation administration"; "An anthology of readings about blindness"; "A treatment program for multiply-handicapped blind young adults"; "Teacher-training - whence and whither bound"; "U.S. Government research to study blindness"; "The blind as seen through blind eyes"; "Valentin Haüy - an essay on the education of the blind".

American Foundation for the Blind. "ATTITUDES TOWARD BLINDNESS", 1951, 32pp.

A pamphlet containing three essays on attitudes toward blindness. (1) "Motivation of attitudes toward blindness"; (2) "Some concepts of blindness in American culture"; (3) "The psychological roots of attitudes toward the blind". References.

American Foundation for the Blind. "IS YOUR CHILD BLIND?", 1950, 14pp.

A small illustrated pamphlet for parents to reassure them and to show what other parents have done to enrich the lives of their blind children. Gives advice on coping with blind children, allowing them to grow naturally like other children, learning through play, and provision of experiences which will make entry to school easier.

American Foundation for the Blind. "THE MIDDLETOWN LIGHTHOUSE FOR THE BLIND", 1957, 52pp.

A study of the services of this agency for the blind - with particular reference to the workshop and the residential home facilities. Aims of the A.F.B.; scope of study; findings; social characteristics of people served; alternatives for the future; recommendations. Appendices: (A) tables of incidence of blindness in Newstate/Middletown, age, education and residual vision of clients in the Lighthouse; (B) the Act concerning purchases of blind-made products; (C) vocational rehabilitation amendments of 1954.

American Foundation for the Blind. "RECORDING SCIENCE TEXTS FOR THE BLIND", 1957, 40pp.

Details the qualities required of a reader and explains, with examples, editing, reading announcements, reading explanations of graphic material, reading equations, formulae, footnotes and references. Suggestions are made re: additional aids to recording and on obtaining permission to record. Appendices: (A) making braille diagrams; (B) putting graphs, diagrams and structural formulae into words.

American Foundation for the Blind. "STANDARDS FOR MOBILITY INSTRUCTORS", 1962, 23pp.

The first half of the booklet is a shortened version of the report of a national conference on mobility in 1959. The purpose of the conference was to establish criteria for the basic selection of mobility and orientation personnel, to develop a well balanced curriculum, and to recommend length of training and sponsorship. The recommendations made on these topics are summarised. The second half of the booklet is a paper entitled "Professional trends in mobility training - a short history of mobility and a comparison of present methods".

American Foundation for the Blind. "TRAVEL CONCESSIONS FOR BLIND PERSONS", 1967, 10pp.

A pamphlet giving details of bus, train and ship travel concessions - eligibility, how to apply and what is covered.

American Foundation for the Blind. "CONFERENCE ON MOBILITY RESEARCH", 1965, 294pp.

A set of 21 papers under five headings:- (1) "State of the art reports on the utilisation of the electromagnetic spectrum for mobility implementation"; (2) "Special problems of mobility training"; (3) "Social and demographic research"; (4) "Research and development and mobility aids"; (5) "Evaluation in field laboratory for performance parameters of subjects using mobility aids". Two appendices deal with cane travel; one is a form for evaluating mobility training and performance; one a mobility questionnaire.

American Foundation for the Blind. "CONFERENCE ON INDUSTRIAL AIDS FOR BLIND STUDENTS", 1960, 80pp.

Philosophy of Industrial Arts - objectives, basic concepts, values; The Industrial Arts Teacher - personal qualities, ability and knowledge range, professional attributes; Industrial Arts Curriculum - projects, operations and processes, demonstrations and related lesson topics; Shop Planning - location, floor space, shape, auxiliary areas, tools, supplies; Organisation of Shop; Selection of Equipment - quality, variety, flexibility, safety, etc. Appendices: (A) records and charts; (B) course curriculum; (C) standard recommendations of floor space; (D) equipment for auxiliary areas; (E) minimum equipment recommended; (F) definition of I.A. shop.

American Foundation for the Blind, I.R.I.S. "BIBLIOGRAPHY OF MOBILITY RESEARCH AND MOBILITY INSTRUMENTATION RESEARCH", 1964, 30pp.

Gives 355 books/articles on mobility research in alphabetical order. No special categories.

American Foundation for the Blind. "NATIONAL WORK SESSION ON ITINERANT TEACHING SERVICE FOR BLIND CHILDREN", 1956, 106pp.

(1) Philosophy of this service; (2) definition and role of itinerant teacher; (3) equipment, books and supplies: problems, use of volunteers, research needed; (4) teamwork approach in educational placement - family attitudes, social history, pre-school experience; (5) special considerations in the school program at various levels of schooling; (6) legislation; (7) administration - at local and state levels, relation of this program to other programs; (8) bibliography and references; (9) appendices: (i) Act to promote education of blind; (ii) Library of Congress information letters; (iii) expanded provision under Federal Act for education of blind; (iv) libraries for the blind; (v) library service for blind children.

American Foundation for the Blind. "REPORT OF THE NATIONAL WORK SESSION ON THE PRE-SCHOOL BLIND CHILD", 1951, 67pp.

Evaluation of existing research affecting blind children and suggested future projects to be developed; Development of professional services to parents of blind children; Evaluation and clarification of the functions and purposes of the various types of programs established to meet the needs of pre-school blind children; Suggested standards for the training of professional workers dealing with pre-school blind children.

American Foundation for the Blind. "WEST COAST REGIONAL CONFERENCE ON RESEARCH RELATED TO BLIND AND SEVERELY VISUALLY IMPAIRED CHILDREN", 1965, 156pp.

A set of 17 papers under three main headings:- Survey of the needs of blind children; Educational research; Orientation and mobility research. Each section has introductory remarks and a summary with comments. A final summary is made of the whole conference.

American Foundation for the Blind. Lisenko, Y. "ART NOT BY EYE", 1971, 114pp.

Work with adventitiously blinded adults:- learning to live as a blind person, perception by touch, perception and ideas, method of work (three examples), self-evaluation of work. Blind adults in art programs - self-sufficiency in the art room, media and techniques - painting, reliefs, sculpture/mosaics etc., process or product important? Teaching - attitude of teacher to blindness, touch and verbal teaching together, discussion techniques, motivation, art galleries and museums - how to use them.

American Foundation for the Blind. "UNDERSTANDING BRAILLE", 1969, 12pp.

A short pamphlet introducing: the braille alphabet, brief history of its development, how to read braille, how to write braille, production of braille, who reads it and why it is so important to blind people.

American Foundation for the Blind. "PROCEEDINGS OF THE CONFERENCE ON DOCUMENTATION AND INFORMATION RETRIEVAL IN HUMAN SENSORY PROCESSES", 1972, 66pp.

Change from discipline-oriented to mission-oriented information systems; ERIC; MEDLARS: relationship of large systems to specialised information centres; switching and transferring of information generated for one purpose to another purpose; survey of information systems oriented to blindness; A.F.B. Research Index; Vision Information Centre; centralisation/decentralisation/specialisation issue; articulation of information systems.

American Foundation for the Blind. "CONFERENCE ON NEW APPROACHES TO THE EVALUATION OF BLIND PERSONS", 1968, 174pp.

Set of papers:- "Test construction or adaptation for use with blind persons"; "Personality dynamics and vocational success of blind adults"; "The diagnostic interview"; "Perceived pleasantness: a stimulus variable in auditory projective testing"; "Psychological factors in the evaluation of sensory aids"; "Some issues concerning the use of standard personality tests with the blind"; "New developments in the intelligence testing of blind children"; "Assessment of the non-testable blind child"; "Brain waves and blindness"; "Evaluation of the minimal brain damage syndrome in blind children".

American Foundation for the Blind. "PROCEEDINGS OF THE RESEARCH CONFERENCE ON GERIATRIC BLINDNESS AND SEVERE VISUAL IMPAIRMENT", 1967, 83pp.

Papers include:- "Statistical implications of geriatric severe vision impairment and blindness"; "The social and cultural context of ageing in American society"; "The psychological implications of severe visual impairment in older persons"; "Service needs of aged persons with severe vision impairment or blindness". A summary is given of discussion of each paper. There is also a list of proposed research topics and a bibliography.

American Foundation for the Blind. "WORKSHOP ON TRAINING AND EMPLOYMENT OF DEAF-BLIND ADULTS", 1956, 32pp.

Includes (A) General: case finding; forms for essential information - medical and social; aspects to be determined by the service agency (e.g. communication, adjustment). (B) Employment in Competitive Industry: characteristics required for the deaf-blind worker; training; travel; possible objections by employer; relationships. (C) Employment in Sheltered Workshop: characteristics of worker; training; accommodation; standards; supervision; welfare. (D) Industrial Homework and Self-employment: factors limiting people to home situation; programs to provide industrial homework. (E) Recommendations.

American Foundation for Overseas Blind. "INTERNATIONAL CONFERENCE OF WORKERS FOR THE BLIND", 1949, 159pp.

Aims to draw up a series of conclusions which should form a minimum programme for the blind in any country. Summaries are given of discussions on registration, rehabilitation, training, economic provision, employment, international organisation, care of the blind at home, homes for the blind, special facilities and education. Brief details are given of services to the blind in each country (under the same headings as above), taken from replies to a questionnaire.

American Public Health Association. "SERVICES FOR CHILDREN WITH VISION AND EYE PROBLEMS", 1956, 112pp.

Concepts and facts about eye and vision problems; causes and prevention of eye defects and visual problems; case findings, vision testing programme, diagnosis and planning for care; treatment, guidance and education; special services and facilities; organisation of community resources; research; programme evaluation.

Anagnos, M. "THE BLIND", 1900, 11pp.

An account of a visit to the European Institutions for the blind and of the proceedings of the International Congress in Paris - the four main questions being (1) what is the best organisation of patronage for the blind? (2) ought the teaching of blind children to be left to sighted masters and, if so, to what extent? (3) what is especially needed in schools for the physical development of blind children in view of their education? (4) to what degree, and by what means can a primary school for the seeing be used in the intellectual development of blind children.

Anagnos, M. "THE EDUCATION OF THE BLIND IN THE U.S.A.", 1904, 23pp.

Reprints of two addresses by Anagnos. The first details the reasons why it is unfair to compare the results of the Royal Normal College, England with those of American schools. American schools take any child irrespective of background, intelligence, etc., whereas the R.N.C. only takes a selected few - children who are likely to succeed - of high intelligence and good family. Moreover, they concentrate only on one craft - piano-tuning and are therefore bound to turn out many self-supporting students. The second gives a brief account of the Perkins Institution explaining how the school there has "no superior anywhere in the completeness of its educational forces or in its intellectual and social influences".

Apple, L.E. and May, M. "DISTANCE VISION AND PERCEPTUAL TRAINING: A CONCEPT FOR USE IN THE MOBILITY TRAINING OF LOW VISION CLIENTS", 1970, 23pp.

I. An approach to mobility based on visual perception training of persons with low vision - program divided into nine units of the perceptual system's processes which can be enhanced through training. II. The assessment of severely impaired visual perception and its complex relationship to performance - ophthalmological data, subjective examinations, near and distant functional vision work-up, visual manual tasks. III. Reading list.

Armitage, T.R. "THE EDUCATION AND EMPLOYMENT OF THE BLIND", 1886.

The book begins with a short history of reading and writing materials for the blind and the extent to which they are used at the time of writing (including notation in music, arithmetic, geography, geometry, and algebra). There follows a chapter on various types of schools in different areas of Britain with special mention of Royal Normal College and Worcester College. Next come suggestions for employment and discussion on the extent to which the blind become self-supporting. Chapter 7 deals with census returns - distribution by age, sex, occupation and goes on to give a brief account of the work in each Institution for the Blind in Great Britain and Ireland. Chapter 8 is on prevention of blindness and finally there are accounts of work done for the blind in 18 other countries.

Ashcroft, S.C. and Henderson, E. "PROGRAMMED INSTRUCTION IN BRAILLE", 1963, 350pp.

After a short introduction on the history of braille and the mechanics of writing it, there are full instructions - in large print - for ten lessons.

(1) alphabet and alphabet word-signs; (2) numerals, punctuation and composition signs, whole word signs; (3) whole and part-word signs - initial contractions; (4) part-word signs, whole word signs; (5) initial contractions; (6) lower whole word signs; (7) lower part word signs; (8) final signs; (9) braille composition signs, numeric notations and abbreviations; (10) the Nemeth code. Appendix includes test, rules for use of contractions, check list and problem words, music notation.

Asher, H. "THE SEEING EYE", 1961, 271pp.

Historical ideas of the working of the eye; parts of the eye and their function; eye and brain perception; electro-retinograms; the blind spot; use of white lens (simulating cataracts) in work on ERGs-relation of ERG amplitude to light intensity and felt sensation; effects of alcohol and drugs on vision; sight testing and corrections; stereoscopes and treatment of squint; causes of squints; suppression theory of binocular vision; test to determine accuracy of binocular fixation; development of new testing procedure - on optometer lines, eliminating accommodation effects.

Association of Computing Machinery. Committee on Professional Activities of the Blind AND American Association of Workers for the Blind. Committee on Automation and Computation. "THE SELECTION, TRAINING AND PLACEMENT OF BLIND COMPUTER PROGRAMMERS", 1966, 45pp.

This pamphlet describes types of jobs, special aids and techniques for blind workers. On Selection - there are general guidelines and notes on psychological evaluation. On Training - there is advice on materials, topics, procedures and standards. On Placement - there are guidelines for interview, and notes on responsibility - for the blind professional, for the rehabilitation agency, for the training facility and for the professional organisation.

Association of Educational Psychologists. "SYMPOSIUM ON SENSORY DEPRIVATION AND SENSORY HANDICAP", 1968-1969, 24pp.

A collection of papers:- (1) "Research and theory in sensory deprivation"; (2) "Children with visual impairment"; (3) "Some thoughts on the education of the deaf"; (4) "The child with auditory impairment".

Axelrod, S. "THE EFFECTS OF EARLY BLINDNESS", 1959, 83pp.

(1) Historical Review - effects of blindness in haptic/auditory modalities. Effect of age at onset of blindness. Generality of effects and the nature of the deficit. Relationship between basic and complex haptic functions. (2) Present Study - recapitulation of problem, subjects, apparatus, procedures and results for two basic tactile functions, two complex tactile functions, one complex auditory task. Summary and conclusions - comparing early blind / late blind / sighted.

Barraga, N. "INCREASED VISUAL BEHAVIOUR IN LOW VISION CHILDREN", 1964, 180pp.

A study to determine whether the visual behaviour of blind children with a small amount of residual vision could be improved by a short period of specialised instruction with appropriate materials. Outlines related research and draws hypotheses from it, then proceeds to describe the study - subjects, tests, procedure, results. Discusses implications for education and research. Appendices: Visual discrimination test, lesson plan sequence, daily lesson plan, materials used, rating sheet for daily progress, summaries of individual subjects in experimental group, analysis and identification data.

Barraga, N. "VISUAL EFFICIENCY SCALE FOR LOW VISION KIT", 1970, 8pp.

The booklet gives general instruction, then item by item administration instruction, for the visual efficiency scale. Section I involves discrimination of geometric form, object contour, light-dark intensity, size and position. Section II deals with discrimination of size, object and abstract figure detail, position in space, image constancy of outlines. Section III concentrates on visual closure, spatial perspective, discrimination of object and abstract figure details. Section IV involves discrimination of size, position, sequence and relationship of letter and word symbols and groups of symbols.

Barraga, N. "TEACHER'S GUIDE FOR DEVELOPMENT OF VISUAL LEARNING ABILITIES AND UTILISATION OF LOW VISION", 1970, 73pp.

General objectives are first laid down - with advice on their attainment - e.g. developing individual prescriptive plans for each child with any visual potential; developing interest in 'learning to see' activities, encouraging greater control of eye muscles; motivation reinforcement and encouragement. Suggestions are then made on preparation for the 17 objectives of the program for which instructions follow. Appendix: glossary of terms, visual behaviour related to the visual efficiency scale (with three case studies), materials list and suppliers, bibliography.

Bateman, B. "MILD VISUAL DEFECT AND LEARNING PROBLEMS IN PARTIALLY SEEING CHILDREN", 1963, 4pp.

Reprint from "Sight Saving Review", Vol.XXXIII, No. 1, Spring, 1963. Report of a study in which children with moderate and severe visual defects were found to be better readers as a group, than were those with mild defects. Suggests that some children maybe enrolled in P.S. classes when in fact their major problem is a learning disability - particularly reading.

Bauman, M.K. "A MANUAL OF NORMS FOR TESTS USED IN COUNSELLING BLIND PERSONS", 1958, 35pp. (A.F.B.)

(1) Testing Blind Adults - what blindness means; importance of length of blindness; education and test results; effect of the environment; interpretation of test results. (2) The Tests - measures of manual dexterity; Minnesota Rate of manipulation; Penn. bi-manual work sample; small parts dexterity (Crawford); intercorrelation of measures of manual dexterity; emotional factors inventory; intercorrelations of emotional factors inventory. (3) The Norms - population, development of norms.

Bauman, M.K. and Hayes, S.P. "A MANUAL FOR THE PSYCHOLOGICAL EXAMINATION OF THE ADULT BLIND", 1950, 58pp.

The first part of the book gives some idea of the special problems of the blind, information on incidence and degrees of blindness, and advice on dealing with a blind client for the first time. Part 2 deals with special things to look for in the client's history (cause, prognosis, degree and age of onset of blindness, other handicaps, educational adjustment) and Part 3 gives summaries of tests available in various areas of psychological testing with modifications and standardisations for the blind. The final section reprints an article "The characteristics of a desirable psychological report to the Vocational Counsellor".

Bauman, M.K. and Yoder, N.H. "ADJUSTMENT TO BLINDNESS REVIEWED", 1966, 272pp.

(1) The Literature: historical approach; psychiatrist's view; practical approach - adjustment training; research. (2) Follow-up Study: outline of study of adjustment to blindness 1964; what has happened to the groups and why. (3) Psychological Research: impact of blind child on family; parent-child relationships and their effects on development; reaction to loss; ageing and blindness; blindness, frustration and conflict; blindness and anxiety; blindness and ego; learning & motivation. (4) Conclusions: competency, stimulation, handicaps, distracting emotions, place of the counselor.

Belenky, R. "A SWIMMING PROGRAM FOR BLIND CHILDREN", 1955, 44pp.

A.F.B. pamphlet containing:- Methods: instruction for novices and swimmers, 'why a new method for blind children?'. The Camp Marcella Waterfront: physical set-up, scheduling, assistants. Instruction Program and Tests. Special Swimming Activities: water carnival, swimming meets, lifesaving, synchronised swimming. Waterfront Safety and Rules. Miscellaneous Suggestions: braille bulletin boards, camp swimming records, search parties, camper assistance. Conclusion. Basic Swimming Library.

Best, H. "BLINDNESS AND THE BLIND IN THE U.S.A.", 1934, 714pp.

Part I: Blindness and the Possibilities of its Prevention - looks at the various causes of blindness and the changes in incidence of blindness, re. age, sex, race, etc., over the years. Part II: General Condition of the Blind - relates blindness to age, sex, race, physical and mental condition, extent of education etc. Part III: Provision for Education of Blind Children - gives brief history of education and looks at the various kinds of schools today. Part IV: Intellectual Provision for Adult Blind - brief history of raised print, looks at printing houses, periodicals, libraries, home teaching and federal aid. Part V: Material provision for the Blind - covers homes for the blind, industrial establishments for the blind - past and present, extent of employment in general occupations, pensions and indemnities. Part VI: Organisations Interested in the Blind - public and private.

Best, H. "THE BLIND, THEIR CONDITIONS AND THE WORK BEING DONE FOR THEM IN THE U.S.A.", 1919, 763pp.

Part I: General Condition of the Blind - incidence, legislation, economic condition, popular conceptions and blindness and the cost of blindness to individual and state. Part II: Blindness and the Possibilities of its Prevention - various causes of blindness, organised movements for its prevention. Part III: Provision for the Education of Blind Children - history of education, present day schooling in various schools. Part IV: Intellectual Provision for the Adult Blind - history of raised print, present publications, libraries, home teaching. Part V: Material Provision - homes for the blind, industrial establishments for the blind past and present, extent of employment in general occupations, pensions and indemnities. Part VI: Organisations Interested in the Blind.

Bier, N. "CORRECTION OF SUBNORMAL VISION", 1960, 230pp.

(1) Partial Sight and Blindness - causes, definitions, incidence. (2) Partially Sighted Children - educational considerations : segregated versus non-segregated schools, visual restrictions. (3) Telescopic Lenses - for distance, intermediate and near vision - various kinds. (4) Microscopic Lenses for Near Vision. (5) Contact Lenses, Non-Optical Aids, Magnifiers. (6) Clinical Procedure - preliminary investigation, legibility and examination, visual re-education and rehabilitation. (7) Case Reports. (8) Bibliography and references.

Birmingham University Research Centre for the Education of the Visually Handicapped. "AIMS AND METHODS IN THE TEACHING OF ENGLISH TO THE VISUALLY HANDICAPPED" (S.S.R.C. Project - Norris, N.), 1972, 158pp.

After setting out a list of the questions which the study hopes to answer, there is a discussion of the methodology and rationale behind it. An initial conference drew up lists of aims in teaching oracy and literacy to primary and secondary blind children (reports given in the appendix) which helped in drawing up questionnaires. Teachers kept diaries of English lessons and were interviewed later. A spelling test study was also conducted. Diaries, interviews, and spelling tests are each discussed in separate chapters. Recommendations are made on the basis of the results.

Bishop, V. "TEACHING THE VISUALLY LIMITED CHILD", 1971, 214pp.

(1) Various eye defects and their effect on school work, symptoms, tests. (2) Visual perception - tests and training. (3) Activities for developing 16 areas of listening ability. (4) Academic subject adaptations for all grades - concentrates on pre-school and first grade. (5) Typing adapted - 23 lessons with review tests. (6) Guidance - personality development, vocational guidance, etc. (7) Special services - itinerant teacher, special class. (8) Special environments and materials - specifications for itinerant room, special classroom, tables and games and teaching devices. (9) Resources. (10) Glossary.

Bluhm, D. "TEACHING THE RETARDED VISUALLY HANDICAPPED", 1968, 127pp.

Outlines the objectives in education and the problems associated with retarded blind children then goes on to discuss specific objectives and activities in the following areas:- living skills, handwork, music, reading readiness, recognition of the braille alphabet, mathematics, science, social studies, self expression and creativity, recreation, poetry and songs. Appendices: (A) Regional education centres for the blind. (B) A talk with parents. (C) Learning from the children. (D) Teaching the Retarded blind.

Boshes, L.D. et al "LONGITUDINAL APPRAISAL OF SCHOOL-AGE CHILDREN WITH RETROLENtal FIBROPLASIA", 1967, 10pp.

Neuropsychiatric and psychological studies made on 43 children with R.L.F. Age range 7-16 years. Looked at: duration of gestation, duration of labour, pre-natal illness, onset of labour, method of delivery, presence or absence of post-natal anoxia, birthweight, post delivery oxygen administration - amounts and duration. Found neurological abnormality (35%), hearing loss (6%), abnormalities of skull (15%), muscle hypertonia (30%), abnormal EEG's, low IQ. While R.L.F. and severe prematurity tend to handicap mental development, this is not necessarily so.

Bristol College of Teachers of the Blind. "HANDBOOK FOR HOME TEACHERS OF THE BLIND", 1966, 196pp.

Functions of the home teacher; history of blind welfare legislation up to 1966; administration and co-operation in services to the blind, locally and nationally; incidence, causes and prevention of blindness in England and Wales; the human eye; rehabilitation; education, training, employment of the blind; leisure activities; apparatus, games and literature; care of the deaf-blind; the multiply handicapped blind; partially sighted.

Bristol College of Teachers of the Blind and the R.N.I.B. "P.E. SUMMER SCHOOL REPORT", 1933, 100pp.

Synopses are given of lectures on: intellectual growth in young children; child growth and development; school hygiene; introduction to applied anatomy; posture in schools for the blind; the remedial aspect of educational gymnastics. Details are then given of the practice classes, the lecture demonstrations, teaching practice classes, dancing games, visit to Chorleywood College, and the visit to Cecil Sharp House.

Bristol College of Teachers of the Blind. "HAND WORK IN PRIMARY SCHOOLS FOR THE BLIND", 1952, 20pp.

Sets out the aims of handwork and gives general suggestions on teaching handwork. There are notes for guidance in drawing up a syllabus for (a) 5-7 year old children, (b) 7-10 year old children, (c) 10-12 year old children, including suggestions for activities and notes on how children learn at the different ages.

Bristol College of Teachers of the Blind. "OUT OF SCHOOL DUTIES IN SCHOOLS FOR THE BLIND", 1952, 11pp.

Sees need for social training outside the classroom routine and the need for close co-operation between teachers and those concerned with food/clothing/health of the pupils. Describes present system of duty days in residential schools and makes suggestions about clubs and societies that flourish in schools.

Bristol College of Teachers of the Blind. "ARITHMETIC IN THE JUNIOR SCHOOL", 1952, 12pp.

Aims to show how knowledge and experience gained already can be applied and further extended. Looks at: aims in teaching arithmetic, methods of working, advice on books, the Taylor frame, equal additions versus decomposition methods of subtraction, multiplication and division layout, fractions and decimals, aids to understanding.

Bristol College of Teachers of the Blind. "THE EDUCATION OF THE BLIND - A SURVEY", 1938, 344pp.

(1) Administration - history and survey, teacher training recruitment, ascertainment of blind children, doubly defective children. (2) General - aims of education, worlds of emotion, thought, action. (3) Education and Curriculum - at various stages of school life. (4) Continuation Courses - vocational and non-vocational training. (5) Health and P.E. (6) Miscellaneous - co-education, problems of later school life, blind children in sighted schools, exceptional children, secondary and University education, provision of braille text books. Appendices - tapes, P.E. report, legislation, cost of education, progress-reports, diets.

Bristol College of Teachers of the Blind. "HOME TEACHERS HANDBOOK; RECENT SOCIAL LEGISLATION", 1953, 56pp.

A digest of the recent social legislation - the National Insurance Act, the National Insurance (Industrial Injuries) Act, Disabled Persons (Employment) Act, Family Allowances Act, National Assistance Act, National Health Service Act.

Bristol College of Teachers of the Blind. "HANDBOOK FOR SCHOOL TEACHERS OF THE BLIND", 1956. 287pp.

A collection of papers: (1) Braille Teaching; (2) Junior Arithmetic; (3) Handwork in Primary Schools; (4) Teaching of Number to 5-7 year olds; (5) Out of school duties; (6) Social Training of the Blind; (7) Social Studies in the Primary School; (8) Modern Physical Education; (9) Apparatus and Books; (10) The Psychology of Blindness; (11) The Eye; (12) History and Legislation.

Bristol College of Teachers of the Blind. "SUGGESTIONS FOR THE TEACHING OF NUMBER TO CHILDREN BETWEEN THE AGES OF 5 AND 7 YEARS", 1952, 11pp.

Aims: to organise an environment in which small children gain experience in size, shape, space, measurement, capacity and volume, weight, time, money, counting, learning number symbols, scoring games, beginnings of formal work. Suggestions are given of counting rhymes, games to play (e.g. dominoes), games for subtraction, addition, and multiplication, shopping games (for money, quantity, volume (at milk bar)), measurement (at drapers).

British & Foreign Blind Association "REVISED BRAILLE FOR READING AND WRITING, GRADE 3", 1908, 23pp.

Contains: one-celled signs; table of word signs and compound contractions; abbreviated words; rules for lower signs, one-celled signs, word signs and contractions; 'g' for 'ing'; sequences - general conditions for joining and separating words; outlining - general conditions for omission and retention of vowels; foreign and unusual words, proper names and special abbreviations; capital signs; preference of signs; and general recommendations.

British Association for the Advancement of Science. "REPORT ON THE INFLUENCE OF SCHOOL BOOKS UPON EYESIGHT", 1912, 34pp.

Looks at present practice of local education authorities with regard to testing, advice to teachers, book selection. The oculist sub-committee report evidence that over use of eyes in close work leads to myopia and recommends a minimum book-using age of 7. Recommendations are also made on paper, illustrations, ink, mode of printing, size and spacing of type, etc. The committee finally recommends the establishment of a standard of book production.

British Association for the Advancement of Science. "COMMITTEE ON THE INFLUENCE OF SCHOOL BOOKS UPON EYESIGHT", Further Report 1915, 4pp.

Reports a new method of measuring the gloss of paper; makes observations on the effect of gloss on eyesight and recommends maximum reflection of 54% at 45°.

Buell, C.E. "MOTOR PERFORMANCE OF VISUALLY HANDICAPPED CHILDREN", 1950, 123pp.

Attempts to measure and compare the gross motor performance of blind and partially sighted children, and seeing pupils. 865 pupils in 12 schools and 8 braille classes were personally tested by Buell on: the 50 yard dash, the standing broad jump, the basket ball throw for distance, and the Iowa Brace test. Motor performance is related to: P.E. programs, parental attitude, degree of vision. Suggestions are made for new classification procedures and for physical education achievement scores.

Buell, C.E. "RECREATION FOR THE BLIND", A.F.B. 1957, 39pp.

Brief Survey of Blindness - attitudes toward blind, parents' attitudes, information for newly blind, recreational activities of agencies for the blind, psychological aspects of rehabilitation. Hobbies and Leisure Time Activities - including needlework, leathercraft, metalwork, woodcraft, gardening, sculpture, music, dramatics, amateur radio, dancing, etc. Social and Quiet Games - table games, contests, party games. Sports and Active Games - P.E., softball, football, track and field, wrestling, gymnastics, swimming, rowing, etc.

Buell, C.E. "ACTIVE GAMES FOR THE BLIND", 1953, 73pp.

Gives lists of games - and modifications for blind/p.s. pupils - under the following headings: sports and interscholastic competition for the blind, Active games, contests, relays, athletics.

Burlingham, D. "SOME PROBLEMS OF EGO DEVELOPMENT IN BLIND CHILDREN", 1965 (Vol.XX, P/A Study of the Child, pp.194-208).

I. Problem of Motor Restraint - energy held back from normal constructive outlet finds expression in repetitive, rhythmical movement (blindisms). This is displaced from the motor area to other ego functions. II. Orientation and Recognition of Objects - orientation depends on desire for object, state of emotion as well as intelligence. Successes taken for granted though they are major achievements; only failures stand out. III. Verbalisation Problems - (a) oriented to inner world, mind becomes preoccupied with the past, (b) child begins with two vocabularies - one meaningful to himself deriving from his own experience, one important (because related to visual experience). Increasingly the vocabulary contains words which are essentially meaningless, has to remember how words are used, rather than understand. The language of the adult blind thus tends to lack individuality and has traces of borrowed experience.

Burlingham, D. "DEVELOPMENTAL CONSIDERATIONS IN THE OCCUPATIONS OF THE BLIND", 1967 (Vol. XXII, P/A Study of the Child, 187-199), 12pp.

(1) Mother's Body as First Toy: too little mutual body contact between mother and child leads to blindisms. (2) Playing with Feet and Other Body Games: opportunities should be created for free movement in a safe environment. (3) Playing with Sound: household objects with familiar sounds (e.g. pots and pans) make good toys. Use copying of sounds in language development. Musical instruments bring much pleasure and emotional involvement and expressions. (4) The Door: can shut, open, bang, be swung on etc., and makes a common toy for blind children - leads to interest in vibration, meaning of space. (5) Mastery of Tasks Through Play: find tasks which don't depend on vision for enjoyment, e.g. filling and emptying, fetching and carrying, washing up. Blind children need constant support of their self esteem. Construction toys - to find how things work and are put together - recommended. Building - can teach concepts of high/low, under/on - child learns about space and orientation.

Burlingham, D. "SOME NOTES ON THE DEVELOPMENT OF THE BLIND", 1961 (Vol. XVI, P/A Study of the Child, 121-146), 25pp.

Aims to follow the development of the personality of the blind child, to contrast it with the development of the sighted, to show deviations and to explain the deviations wherever possible. Uses three types of material:- (1) observations made in a nursery group for the blind (3-7 years) and experience gained from work with their mothers; (2) a group of babies under observation and mothers who are given help in raising them; (3) case studies of five children ages 4-11. Looks at early object relationship and development of mobility, dependency, aggression and verbalisation.

Burns, B.K. "A COMPARATIVE STUDY OF THE VISUAL AND TACTUAL LEARNING OF BRAILLE", 1944, 50pp.

After a short introduction on incidence of blindness and a review of the literature the present study is described - in which three groups (of equal mean I.Q.) of college students (20 in each group) were used in an experiment to find the best method of learning braille by those who still have vision. Group I learnt by sight then touch, Group II by sight and touch, then touch, Group III by touch. It was found that Groups I and II were superior to Group III and that ease of learning depends on the number of dots in the unit, the geometrical arrangement of the dots, and the similarity to ink-print letters.

Carter, R.G. "WHITE HARNESS; THE STORY OF GUIDE DOGS FOR THE BLIND", 1961, 139pp.

Gives the origins of work with guide dogs for the blind and the reasons for selecting various breeds. Describes the selection of puppies and early training into "puppy walkers"; the further training with instructors and the joint training of dog with blind master. There is a chapter of stories about guide dogs and their achievements and discussing the various breeds. Finally, there is a chapter about the common attitudes of the general public to blind dogs.

Carter, R.G. "WILLING WALKERS - THE STORY OF GUIDE DOGS FOR THE BLIND", 1965, 96pp.

Tells of the first guide dogs introduced to America and England, of the setting up of the 'seeing eye' and the Guide Dogs for the Blind of Great Britain. Describes the selection and training of the guide dogs, the training of the blind people and the matching of dogs and owners. The final chapter gives short stories demonstrating the intelligence and capabilities of the trained dogs.

Chase, B.J. "RETROLENTAL FIBROPLASIA AND AUTISTIC SYMPTOMATOLOGY", 1968, 215pp.

Reviews the literature on autism and R.L.F., discusses the relationship between R.L.F. and development and discusses the effects of sensory and maternal deprivation. Implications drawn from the literature lead to hypotheses for the present study. The procedures adopted are given (subjects, measurement, instruments used) and conclusions drawn from the results lead to suggestions for further research. Appendices: include checklists used, rating codes, statistical tables.

Chevigny and Braverman. "THE ADJUSTMENT OF THE BLIND", 1950, 320pp.

Physical, social, emotional adjustment, social meaning of sight - e.g. beauty, imagination, pathological blindness. The Almshouse, history of education for the blind, 'The Void Concept' - idea that a blind person's mind is empty because he's unable to visualise, 'facial vision', interrelation of senses; the problem of emotion - pity versus kindness leading to antagonism towards sighted; emotional disturbances due to social causes rather than blindness per se. Care of the adventitiously blind - psychology of shock, retraining, social work for the blind - history.

Cholden, L.S. "SOME PSYCHIATRIC PROBLEMS IN THE REHABILITATION OF THE BLIND", 1954, 7pp (pamphlet).

Outlines stages of shock and depression before rehabilitation. The adult who loses his sight faces a task of internal reorganisation. His capacities, interests, social position, body image, aspirations, are all affected. It is important for him to know that until he accepts the fact that he is a different person - a blind person - rehabilitation is not possible.

Cholden, L.S. "A PSYCHIATRIST WORKS WITH BLINDNESS", 1958, 119pp.

Informing the patient of blindness; group therapy with the blind in rehabilitation programs; developing psychological acceptance of blindness in counselling adolescents; rehabilitation - physical, educational, psychological, and client motivation; some psychiatric problems in rehabilitation of the blind and the necessity of the shock and depression stages before acceptance of blindness; effects of monetary giving on giver/receiver - feelings of dependency, superiority and relationship to blindness. Looking at rationalisations of, and attitudes towards blindness of, rehabilitation workers.

Church of England, Board of Education, Children's Council. "SEEING IN THE DARK", 1969, 75pp.

Concerned with the pastoral needs of blind and sighted children and their parents. Deals with (a) adjustment - to having a blind child/to becoming blind; (b) pre-school - ascertaining the defect, registering, available services; (c) the school child - the new environment; (d) communicating and practising the faith - answering questions from the blind; (e) the school leaver - problems, courses, possibilities; (f) the blind in the community - overcoming problems of nervousness, hostility, resentment, strange ideas about children.

Clark, F.L.G. "BLINDED IN WAR - A MODEL FOR THE WELFARE OF ALL HANDICAPPED PEOPLE", 1969, 88pp.

(1) On losing one's sight - attitude of newly blind to own blindness; (2) a group in society - the blind as a minority group - society's attitude toward blindness; (3) the meaning of aftercare - Pearson, St.Dunstan's, Care of the War-Blind; (4) contentment in later life - hobbies and occupations, social security; (5) working lives - telephony, physiotherapy, industry; (6) family life; (7) voices - views of some war-blinded men; (8) lessons of the war blinded; (9) what it means to lack vision; (10) a pattern for others.

Clewes, P. "GUIDE DOG", 1965, 160pp.

Novel about a 17 year old boy blinded by a parcel bomb while doing a Christmas post round. Very good portrayal of reactions to blindness and to other people to his training with a guide dog. Also a mystery story - finding who was sending the parcel bomb and why.

Clewes, P. "GUIDE DOGS FOR THE BLIND", 1966, 64pp.

An account of work done at the Training Centres of the Guide Dogs for the Blind Movement. Gives a short history of the work and then details the selection and training of the dogs, and the training of dog and new owner together.

Columbia University, New York School of Social Work, Research Centre. "SOCIAL CASEWORK AND BLINDNESS", 1960, 157pp.

Collection of papers:- Basic Assumptions underlying casework with blind persons; A Sociological appraisal of blindness; A Psychological appraisal of blindness; Implications of blindness for the social caseworker in practice - for the study process, the diagnostic process, and the treatment process; The Family in the rehabilitation of blind persons; Caseworker and community. Appendix: facts and figures on blindness.

"CONFERENCE ON NEW PROCESSES FOR BRAILLE MANUFACTURE", 1967, 24pp.

Participants discussed the latest methods of braille production and braille services on the basis of "What is it?", "What will it do?", "What will it cost?", "When will it be available?". The type of material produced was also discussed - suggesting that there should be more material for pleasure (e.g. magazines, newspapers) as well as educational material. Seven projects are noted. Appendices: (A) a new braille teleprinter system; (B) letter containing suggested objectives for design analysis for a braille production system.

Coon, N. "THE PLACE OF THE MUSEUM IN THE EDUCATION OF THE BLIND", A.F.B.Pamphlet, 1953, 46pp.

This pamphlet gives the history, and objectives, of museum work with the blind. The physical, mental and emotional benefits to the blind person are discussed and materials suggested - with ideas on their use. Finally there is a description of the work at the museum at the Perkins Institution and a bibliography.

Cosgrove, E. "HOME TEACHERS OF THE BLIND", 1961, 119pp.

The study was undertaken to make recommendations on training and qualifications of home teachers. Information was gathered from various (noted) sources on 'who are the home teachers', 'what are they doing', on the agency settings in which they work, and the use they make of professional and other community resources. On the basis of the results, recommendations are made on various aspects of the work, e.g. planning, essential knowledge and skills of the home teachers, training and supervision, use of volunteers.

Cowen, et al. "ADJUSTMENT TO VISUAL DISABILITY IN ADOLESCENCE", 1961, 239pp.

This is the report of a third study examining (1) how visually handicapped compare with sighted subjects with regard to personality; (2) parental attitudes of both sets of subjects towards child-rearing, blindness, minorities and authoritarianism; (3) relationships between parental attitudes and adjustment; (4) how do parents of sighted/visually handicapped compare in their ability to understand their children; (5) relation between parental understanding and subject's adjustment. Includes survey of related work, tests used, discussion of results.

Cratty, B.J. and Sam, S.T. "THE BODY IMAGE OF BLIND CHILDREN", 1968, 72pp.

Gives details of methods and results of a study designed to (1) develop a reliable assessment device for evaluation of blind children's body image; (2) evaluate the body image of a select population (N=91) of blind children; (3) make comparisons between various sub-populations within the group (sex, age, I.Q.); (4) derive sequences of tasks related to body image training, arranged in order of difficulty. The study includes a review of the literature and discusses the educational, theoretical and practical implications of the study. Recommendations are made for further study.

Cratty, B.J. "MOVEMENT AND SPATIAL AWARENESS IN BLIND CHILDREN AND YOUTH", 1971, 240pp.

Deals with:- body image - principles, training; stereognosis - manual identification of objects, research, teaching aids; orientation to stable and moving sounds - research, training; spatial orientation - training, guidelines for gaining movement efficiency, training large muscle co-ordination; complex spatial orientation using sound cues, maps, movies, research on pre-mobility training; mobility training - especially for youngsters.

Cratty, B.J. et al. "THE DEVELOPMENT OF PERCEPTUAL-MOTOR ABILITIES IN BLIND CHILDREN AND ADOLESCENTS", 1968, 7pp.

Program to determine variables which contribute to accurate mobility. Obtained data and constructed a mobility orientation test - measuring ability to detect gradients and walk in a straight line. Then tried to find effects of practice on various perceptual attributes. Three basic improvements needed in educational programs for blind children (i) early, thorough, tactile training using objects of varying complexity, (ii) systematic 'body image' training, (iii) mobility education as soon as child begins to walk.

Cruickshank and Trippe. "SERVICES TO BLIND CHILDREN IN NEW YORK STATE", 1959, 495pp.

Scope of study; agencies used; method; characteristics of blind children in New York State, e.g. age of onset, psychological status, auditory status; education of blind children - local schools/residential schools; retarded blind children; specialised agencies for the blind; non-specialised community agencies for blind children; pre-school blind children; educators of the blind - characteristics; meeting the needs of blind children; appendices include New York State law re: blind, tables, inquiry forms.

Cunningham, S. and Reagan, C. "HANDBOOK OF VISUAL PERCEPTUAL TRAINING", 1972, 111pp.

Aims to assist in early detection of visual perceptual dysfunction and to present a training program to improve visual perception. For diagnosis - four tests are described (Goodenough, Gesell, Frostig and Illinois); factors related to visual perception are discussed and visual perception dysfunction seen as a learning disorder. Growth patterns in motor performance, communication performance and social performance are given from age 2 to pre-adolescence. The training program is set out in detail under objectives and procedures.

Cutsforth, T.D. "THE BLIND IN SCHOOL AND SOCIETY", 1951, 269pp.

(1) Pre-School - verbalism, egocentrism, environment; (2) Retardation - case study; (3) Verbalism - words versus reality : discussion and experiment; (4) Phantasy Life - causes, shapes, effects; (5) Voice and Speech - causes of speech defects, voice tone as equivalent to facial expression for sighted; (6) Emotional Life - social causes of disturbances - not blindness per se; (7) Sex Life - differences from sighted, problems; (8) Aesthetic Life - difference of tactful meaning from visual, problems of education, subjective factors, social situation; (9) Personality problems - arising from institutional setting; (10) Social Adjustment - two case studies; (11) Blindness and Anxiety. Appendices: I Problems for further studies; II References.

Doggart, J.H. "DISEASES OF CHILDREN'S EYES", 1950, 304pp.

Contains: general principles of examination; anatomy of eye and connected structures; development of eye and adnexa; congenital abnormalities; ocular complications of disease elsewhere; treatment; eye welfare; injuries of the eyeball; diseases of the orbit; refraction; disordered movement; squint - incomitant and concomitant; heterophoria and convergence defect; nystagmus, lacrymal disorders; diseases of - eyelids, conjunctiva, cornea, sclera, lens, vitreous, and ureal tract; juvenile glaucoma; hereditary and familial disorders of the retina; other retinal disorders, diseases of the optic nerve.

Dorward, B. and Barraga, N. "TEACHING AIDS FOR BLIND AND VISUALLY LIMITED CHILDREN", 1968, 132pp.

An introductory chapter discusses "how children learn" and is followed by details of specially designed teaching aids, classified according to function and in order of increasing complexity. The concepts they teach include: exploration, discrimination and recognition, spatial orientation and association of teaching symbology; likenesses and differences in tactful group symbols, word association and symbol integration; number-enumeration, relationships, sequencing, association, and, finally, reinforcement of numerical time concepts.

Dymond, A.H. "ONTARIO INSTITUTION FOR THE EDUCATION AND INSTRUCTION OF THE BLIND - WHERE IT IS; WHAT IT IS; WHAT IT DOES", 1900, 16pp.

There is first a description of the origin and site of the Institution and the terms of admission. There are notes on various classes - music, piano-tuning, canework, sewing, knitting, cooking, beadwork, P.E., typing, library and an example of how the day is spent. Other sections deal with domestic arrangements, discipline, correspondence, religious instruction, vacation and visitors. Finally there is information on how to obtain admission.

Eaton, A.H. "BEAUTY FOR THE SIGHTED AND THE BLIND", 1959, 191pp.

The book is written around a collection of natural and man made objects of beauty to the sighted and the blind. It tells how the collection was made and describes some of the objects in it (illustrated). The book also describes how the objects are presented to the blind/deaf-blind and how the blind and sighted can share beauty. It suggests how muscle use could help blind people and criticises the writers who believe there can be no beauty through the sense of touch. General introductory chapters discuss the concept of beauty 'age long and world wide' and 'through the sense of touch'.

Evans, J. "NOTES ON OPHTHALMOLOGY - SYLLABUS AND MEMORANDA FOR THE USE OF STUDENTS", 1944, 46pp.

Scheme for the Examination of Cases - (a) local physical examination, (b) general system examination. Diseases - of the eyelids, conjunctiva, cornea, sclera, iris, ciliary body, choroid, retina, optic nerve, Optic Nerve, tracts, cortical centres, lens, vitreous, Glaucoma; refraction, visual acuity and accommodation, motor apparatus - muscles and nerves, orbit, lachrymal apparatus, eye symptoms in systemic diseases - (a) nervous system, (b) circulatory system, (c) urinary system; diseases of the ductive glands, nasal diseases, infectious diseases, differential diagnosis of common ocular complaints.

Farrell, G. "THE STORY OF BLINDNESS", 1956, 270pp.

Famous blind; Hauy; beginnings of blind education in Europe; pioneering in America; New methods - residential versus public school integration; Deaf-blind - development of new methods, e.g. speech training, tactile reading/writing - braille and moon; Battle of the types - line/line, then battle between lines and dots, then between dot systems; mechanising the dots; using the ears - talking books, compressed speech, mobility devices using sound reflection; social welfare legislation - development; definitions, incidence, causes and cures of blindness.

Fenefos, A.C. "FIELDS OF WORK FOR THE PARTIALLY SIGHTED", 1959, 4pp.

A survey of the vocational status of former high school students indicates that they have a fairly wide choice of occupation and that few have been rejected by employers because of visual handicaps. All students are in ordinary schools with itinerant teacher acting as counselor.

Fitting, E.A. "DEFINITION OF ADJUSTMENT TO BLINDNESS", 1954, 84pp.

Concentrates on psychological rather than physical or social adjustment. Constructs a 90 item scale relating to adjustment in 6 areas: (1) Morale, (2) Attitude towards sighted, (3) Attitude towards blindness, (4) Family relationships, (5) Attitude towards training, (6) occupational outlook. 42 items finally selected by administration of the scale to various groups of blind people. Discusses discriminability, validity, reliability. Data collected in 9 centres and results discussed. Suggestions for further research.

Foulke, E. "A SURVEY OF THE ACCEPTABILITY OF RAPID SPEECH", 1966, 5pp.

Several reading selections were made, recorded by professional readers for the blind, and the recordings 'accelerated' by a Tempo Regulator which cuts out small fragments of speech. Recordings and questionnaires were sent to 200 college students subscribing to Recording for the blind. Only 51 completed and returned the questionnaire, age range 14-56. Answers are related to educational level, and to frequency of normal reading by listening to recordings rather than braille. Majority found 275 v.p.m. most satisfactory, comprehension falls off rapidly after this figure.

Fraigberg, S.H. et al. "THE ROLE OF SOUND IN THE SEARCH BEHAVIOUR OF THE BLIND INFANT", 1966 (Vol.XX, P/A Study of the Child, 327-358), 31pp.

Twice monthly visits were made to totally blind infants in a study of search and recovery. Slow motion films of the test were used to look at search behaviour in detail. Results suggest that orientation to the source of sound does not occur until 7 months and intentional reach for the sound source does not occur until 11 months. This co-ordination of hearing and prehension correlates with development of object permanence achieved by the sighted child around 6-7 months.

Frampton and Kerney. "THE RESIDENTIAL SCHOOL", 1953, 163pp.

History of the U.S. Residential School Movement; Contributions made by the residential school; Criticism of the residential school :segregation/institutionalisation, weak vocational training, dependency (on leaving school) on society, severance of home ties, exorbitant cost, poor relationships with sighted people; Future of the residential school. Appendix - history of the day-school movement.

Frank, M. and Clark, B. "FIRST LADY OF THE SEEING EYE", 1958, 224pp.

Frank, one of the authors, was the first guide dog owner in the U.S.A. He tells how he first heard of the pioneering work of Dorothy Eustis in Switzerland and how he was trained there, came back to the U.S.A. working first as an insurance salesman and then setting up the Seeing Eye training school. The book is mainly a biography of Buddy, his dog.

Fraser of Lonsdale (W.J.I. Baron). "MY STORY OF ST. DUNSTAN'S", 1961, 376pp.

Describes how it felt to be blinded, how he came to St. Dunstan's to learn how to cope with blindness, and the instruction, care and after care services found there. Then follows the story of St. Dunstan's under Fraser's chairmanship on Sir Arthur Pearson's death, with accounts of vocational rehabilitation, leisure activities, extension of St. Dunstan's in England and abroad. Finally there is a chapter on "Victory over Blindness" with modern technology - and achievements of some St. Dunstaners.

Fraser and Friedman. "CAUSES OF BLINDNESS IN CHILDHOOD", 1967, 245pp.

(1) Genetic : choroido-retinal degeneration, retinoblastoma, pseudoglioma, optic atrophy, congenital cataracts, myopia, childhood retinal detachment, corneal lesions, coloboma, microphthalmos, anophthalmos, aniridia, buphthalmos, blindness as part of a syndrome, blindness following malformations. (2) Pre-natally Acquired Blindness. (3) Perinatally acquired blindness : retrothalamic fibroplasia. (4) Post-natally Acquired Blindness : infancy and childhood. (5) Conclusions. Appendices - questionnaire sent to parents, basic data, data re. parental ages and birth ranks.

French, R.S. "FROM HOMER TO HELEN KELLER: A SOCIAL AND EDUCATIONAL STUDY OF THE BLIND", 1932, 298pp.

Introduction : looks at various social/psychological traits associated with blindness. Part I. Historical : the blind in ancient times; groping toward the light - efforts to help themselves; Valentin Hauy and the first school for the blind; early schools of England, Germany, America; tactful education; embossed literature. Part II. Critical : special methods in education; vocation of the blind related to education; social aspects of the care and education of the blind, recent phases of organisation and propaganda.

Fryer, C.B. "EYE HEALTH", 1965, 112pp.

Describes the structure of the eyes and parts adjacent to them and then explains the functions of the various parts - how the eye sees - including psychological nature of sight (optical illusions, etc.). The book goes on to describe common eye defects and their correction with spectacles, contact lenses and special aids. It also explains how drugs, alcohol, and tobacco can adversely affect eyesight. Finally there is a chapter on care of the eyes.

Fulker and Fulker. "TECHNIQUES WITH TANGIBLES", 1968, 72pp.

Aim of tangible models and pictures is to create clearer concepts; thermoform technique and examples, e.g. maps, mazes, house plans...; hand-made apparatus - expressway interchange model, vacuum pump, etc; tangible methods of demonstrating magnetism, wave motion, electricity; use of commercial products to teach, e.g. relative sizes, history of aeroplanes, etc., models of everyday things e.g. cars which blind child cannot take in as a whole; teaching with meaning - creative art work, concept corner, field trips in school, run by kids, radio station.

Gardner's Trust for the Blind. "CONFERENCE ON MATTERS RELATING TO THE BLIND - REPORT", 1902, 258pp.

All speeches made at the conference - plus the following discussions - are reproduced in full. Subjects include - The higher education of the blind; Provision for 'defective' blind children; Physical training of the blind; Professions and trades best adapted for the blind; approved methods of conducting workshops; The need for more and cheaper literature for the blind; Provision for the aged; A uniform braille system; Statistics re: blindness; Home teaching societies; Need of a central bureau; Prevention of blindness; Intermarriage of blind persons.

Gibbs, N. "THE CARE OF YOUNG BLIND CHILDREN", 1950, 18pp.

This booklet attempts to answer some of the questions of parents of handicapped children, including:- "Ought we to treat him in a special way?"; "What kind of clothes and toys does he need?"; "What about training in clean habits and good manners?"; "Will he run into special dangers and how can we protect him?"; "Who is responsible for his care, education, further training?"; "Where can we get advice?"; "What about blind children who are backward?"; "How are we to know if he is progressing satisfactorily?".

Gilligan, F.S. "PROGRAMS FOR THE EDUCATION OF BLIND WITH SIGHTED CHILDREN", 1959-1960 Directory, 32pp.

Gives number of specialised teachers, number of blind children, and plan in operation (integrated, co-operative, itinerant teacher or self-contained) for 211 programs in local school districts and city school systems involving 3,453 blind children throughout the U.S.A.

Goldish, L.H. "BRAILLE IN THE UNITED STATES: ITS PRODUCTION, DISTRIBUTION, AND USE", 1967, 103pp.

After explaining the need of blind people for braille, Goldish looks at the size and characteristics of the market for braille. Present sources, methods and cost of production of braille are described. The next chapter is devoted to technological advances in braille production - research and automated production technique. This leads to a discussion of the sociological effects of innovation and effects on the market. The final chapter gives an approach to braille system development.

Goldstein, H. "THE DEMOGRAPHY AND CAUSES OF BLINDNESS", 1968, 103pp.

Difficulties in collection and comparison of data from different areas, e.g. various definitions of blindness (not taking account of near vision, visual efficiency, etc. in definition), difficulties of diagnosis and classification; advantages and disadvantages of (1) population census, (2) sample surveys, and (3) case series (schools for the blind, financial aid services, blind registers); Blindness in U.S.A.; blindness in other countries; discussion on risks of comparison; Appendix : all tables used (33).

Gomulicki, B.R. "THE DEVELOPMENT OF PERCEPTION AND LEARNING IN BLIND CHILDREN", 1961, 54pp.

An account of experiments designed to measure the efficiency with which blind and sighted subjects exercise non-visual perceptual skills and the way in which this efficiency improves with increasing age. After fully describing the experiments and results, Gomulicki goes on to suggest that training procedures in perceptual skills should be introduced into schools to help speed up the acquisition of non-visual skills.

Government Social Survey. "MOBILITY AND READING HABITS OF THE BLIND", 1965, 119pp.

First there is a discussion of the background to the inquiry, the methodology used and the main characteristics used in the analyses. On mobility: topics include measuring mobility, a picture of a week's travelling, independent mobility, the importance of residual sight and mobility aids. On reading: topics include - reading methods available, talking books, braille, moon, reading tests, The National Library for the Blind and Talking Book versus braille and moon. Appendix - questionnaire used.

Gowman, A.G. "THE WAR BLIND IN AMERICAN SOCIAL STRUCTURE", 1957.

Includes:- background and orientation - psychology and sociology of the blind; blindness and the military setting; stereotypes and the social process; attitudes toward blindness; strain and accommodation in the role of the blind; the role of companion; exclusion, mediation and reciprocity; blindness and the interactive process. Appendices - the blind in context (brief history); questionnaire and interview guide, bibliography.

Graham, M.D. "SOCIAL RESEARCH ON BLINDNESS; PRESENT STATUS AND FUTURE POTENTIAL", 1960, 177pp.

After a chapter on the general characteristics of recent social research, research projects and references are given under five headings:- (1) general research on blindness, (2) the adult blind, (3) the young blind, (4) the deaf-blind, and (5) psychological measurement. Research projects are briefly described, references are mainly simply titles but some are briefly described. Specific and general recommendations are made for future research.

Graham, R. "UPGRADING EDUCATIONAL FACILITIES FOR CHILDREN WHO ARE PARTIALLY SEEING", 1956, 7pp.

First describes his career as a teacher and the changes he has seen. Sets out six stages for the upgrading of educational facilities for exceptional children. The children must be accepted as normal children, first and foremost then their special needs can be attended to. State and local district opportunities and responsibilities are discussed and the need for close co-operation between medical and educational services. Finally he talks of the teacher as the most important person in the educational development of the child and stresses the importance of in-service training.

Graham, M.D. "MULTIPLY IMPAIRED BLIND CHILDREN - A NATIONAL PROBLEM", 1968, 82pp.

This is the report of a survey of 8,887 multiply impaired children in America. One chapter deals with demographic statistics and physical conditions - another with other disabilities and dysfunctions, a third with educational data. Implications of the data are discussed. Appendices: (1) tables, (2) illustrations, (3) multiply impaired blind children - an experimental severity rating scale, and (4) bibliography.

G.B. Department of Education and Science. "BLIND AND PARTIALLY SIGHTED CHILDREN", (Education Survey by S.R. Fine) 1968, 43pp.

A survey of 817 children in 20 special schools for the blind and 1,374 children in 34 special schools for the partially sighted in England and Wales. Information was obtained for each group on: clinical diagnosis, aetiology, visual acuity and field, schools previously attended, mobility, intelligence, additional handicaps, mannerisms, main teaching medium and use of visual aids, attitudes of children, parents and teachers. A summary of the findings for each group is given.

G.B. Department of Education and Science. "THE EDUCATION OF THE VISUALLY HANDICAPPED", 1972, 154pp.

For each topic the present position is discussed and recommendations made. Topics include: medical services (identification of visually handicapped, counselling, etc.); meeting the needs of the under fives; organisation of schools (controversies e.g. day versus boarding, integration versus segregation etc.); a national plan for special schools and other educational services for the visually handicapped; curriculum and teaching aids; further education; higher education and vocational guidance; training of teachers and residential child care staff; research. A summary of all the recommendations follows.

G.B. Department of Health for Scotland. "MONOCULAR BLINDNESS REPORT", 1950, 23pp.

Collected information on pre-school children - causes and incidence; school children - causes - by sex and age, general incidence, regional variations of cause and incidence, visual acuity; adults - post office, publishing, electrical engineering, chemical firm, causes of monocular blindness among certified not blind, previous blindness inquiries, disabled persons register, occupations before and after. From medical inspections in year 1947-48.

G.B. Board of Education. "REPORT OF THE COMMITTEE OF INQUIRY INTO PROBLEMS RELATING TO PARTIALLY SIGHTED CHILDREN", 1934, 200pp.

Deals with: ophthalmic standards and their application (in selection of children to attend special schools for partially sighted; in transfer from partially sighted to blind or ordinary schools); medical care and supervision of partially sighted children, types of educational provision for the partially sighted (special school for partially sighted, special school for blind, ordinary school, secondary school, open air school, hospital school); segregation versus non-segregation; educational problems (curriculum, hygiene, F.E., vocational training, etc.); and employment. There is a summary of the principal conclusions and recommendations.

G.B. Scottish Education Department. Report of Advisory Council on Education in Scotland. "PUPILS WHO ARE DEFECTIVE IN VISION", 1950, 68pp.

The report deals with the provision of primary and secondary education for the blind and for the partially sighted. For each group there are sections on 'ascertainment and incidence'; 'needs and interests' (psychology, intelligence, emotional needs, health, etc.); and 'provision of education' (segregation versus integration, content and methods of teaching at various ages; vocational training, special equipment, transfer of partially sighted to blind/sighted schools, etc.).

G.B. Ministry of Health. "THE INCIDENCE AND CAUSES OF BLINDNESS IN ENGLAND AND WALES, 1948-1962", 79pp.

Section I (1955-62) gives incidence, age and sex distributions, relative incidence of the various degrees of blindness, causes (including age and sex differences, and annual variations). Data from Sunshine Homes is analysed separately. Section II (1948-62) again covers incidence and degree of blindness and looks at trends in the major causes of blindness and the causes of blindness at different stages in life. Special studies deal with data on Wales and Jews. Section III (discussion) - statistical and aetiological aspects of the study (including validity of data, trends, future, administration).

G.B. Ministry of Health. "BLINDNESS IN ENGLAND, 1951-1954", 53pp.

Analysis of material from the blind register:- incidence; age distribution and degree of blindness; blindness from same cause/different causes in the two eyes; data on sympathetic ophthalmia and R.L.F.; data from schools for the blind and Sunshine Homes; discussion of the blind population - the increasing proportion of aged, the increasing number of blind children, blindness in different age groups, female excess amongst the blind, the changing pattern in causes of blindness, - prospects and tasks.

G.B. Ministry of Health and Ministry of Labour and National Service. "JOINT CIRCULAR - REPORT OF THE WORKING PARTY ON EMPLOYMENT OF BLIND PERSONS", 1952, 8pp.

Draws attention of local authorities to the above report - in their capacities as (a) employers, (b) promoters of blind welfare. Notes on relevant paragraphs of the report are given with a request for implementation as soon as possible. Notes are on:- social rehabilitation, placing services and home teachers (Ministry of Health) and employment, piano-tuning and home workers (Ministry of Labour and National Service).

G.B. Ministry of Labour and National Service. "REPORT OF THE WORKING PARTY ON THE EMPLOYMENT OF BLIND PERSONS", 1951, 72pp.

Includes:- what blindness means; history; measurement of the problem; education; rehabilitation; training; placing services; employment (commercial and industrial occupations, professional and administrative occupations, business, rural occupations, public services, promotion and prospects); rehabilitation training and employment of men and women blinded on war service; effect of recommendations on the training of blind adolescents; guide dogs.

G.B. Ministry of Labour. "WORKING PARTY ON WORKSHOPS FOR THE BLIND", 1962, 143pp.

There is first a general description of the origins and present situation of workshops for the blind - management, organisation, types of work, recruitment, hours of work and wages, marketing, cost of and assistance to the workshops. The report then looks at future demand for workshop places, the role of the workshops for the blind and the measures needed to help them fulfil that role as efficiently and economically as possible.

Greenberg, G.L. "MAP DESIGNS FOR PARTIALLY SIGHTED STUDENTS: AN INVESTIGATION INTO WHITE VERSUS BLACK LINE SYMBOLOGY", 1969, 163pp.

Greenberg looks at map requirements for partially sighted students and reviews related research. After setting out his research objectives and methods, he discusses map test rationale, design and production. Detailed analysis of results follows - with graphic and tabular data. Those test maps designed to create the illusion of magnification of map symbols (irradiation), with white lines on dark grey background were most useful to subjects. Recommendations made for map production, further study and other uses of irradiation effects.

Gruber, K.F. and Moor, P.M. "NO PLACE TO GO", A.F.B., 1963, 89pp.

Some characteristics of blind children; Family oriented counselling; analysis of factors affecting development and influencing appraisal of severely disturbed blind children; appraisal and evaluation - medical evaluation, neurological evaluation and psychological appraisal; going to school; the curriculum; administration - framework of school program, personnel, volunteers; appendices: (A) 3 case studies, (B) psychological instruments, (C) a suggested day's programme, and (D) bibliography.

Gruber, K.F. and Voorhees, A.L. "THE GROVE PARK REPORT", 1961, 40pp.

Report of a conference on principles and standards of non-medical vocational rehabilitation preparation services for blind persons. Includes recommendations on:- principles for personal adjustment training of blind persons; principles for pre-vocational training of blind persons; principles for vocational training of blind persons; principles for training vending stand operators; principles for training blind transcribing machines operators; principles in homemaking.

Hallenbeck, P.N. "DOGMATISM AND VISUAL LOSS", 1967, 108pp.

The study shows how a person's system of beliefs - his dogmatism or open-mindedness - affects his ability to accept or reject his disability; how he reacts with depression or denial; how he finally succeeds in adjustment; and how the rehabilitation worker may use this knowledge to better help his client. (32 blind white males from rehabilitation agencies were used in the study.)

Harley, R.K. "VERBALISM AMONG BLIND CHILDREN", 1963, 61pp.

Harley describes a study he made of the relationship between verbalism and (a) age, (b) I.Q., (c) experience, and (d) personal adjustment among blind children. Hypotheses are drawn from the writings of Piaget, Oakes, Hall, Chodoroff and Seeman - and tested using methods which he describes. Negative correlations were found between verbalism and (a) age, (b) I.Q., and (c) experience. Since the first two are largely fixed it is suggested that the reduction of verbalism must come by increased interaction with the environment.

Hathaway, W. "EDUCATION AND HEALTH OF THE PARTIALLY SEEING CHILD", 1959, 201pp.

Part I : The history of special education for the partially sighted in G.B., U.S.A., and other countries. Part II : Organisation and administration of partially sighted education in the U.S.A. - including screening, special facilities, school health service, teacher selection and training. Part III : Preparation - including programme plans, working environment, use of equipment. Part IV : Educational procedure - including curriculum, considering individual needs, vocational counselling. Part V : Community relationships. Part VI : The road ahead.

Hayes, S.P. "CONTRIBUTIONS TO A PSYCHOLOGY OF BLINDNESS", A.F.B. 1941, 296pp.

Contents: sensory compensation; obstacle sense; memory; intelligence and amount of vision; age of onset and school achievement; measurement of school achievement; use of test results; geography tests; vocabulary tests; general knowledge tests; advice for testers; 'standard graduation examination'; history of mental testing of the blind; Appendix A - chronological list of use of achievement tests; Appendix B - chronological list of use of intelligence measurements; Appendix C - results of Hayes-Binet Intelligence Tests in 17 schools.

Heaton, J. "THE EYE - PHENOMENOLOGY AND PSYCHOLOGY OF FUNCTION", 1968, 325pp.

Part I : Man and His Relationships - theoretical basis (body and mind, stress, choice of illness) and methods of study. Part II : The World of Eye and Vision - the normal visual world (perceptual organisation, personality and perception, other influences on perception) and the symbolism of the eye and the visual world. Part III : Psychological Aspects of Disorders of the Eye and of Vision - looks at various disorders - form, object perception, inner and outer eye, interocular co-ordination, etc. Part IV : Management of Psychological Problems in Ocular Disorder - various types of therapy. Part V : Phenomenological basis of Ocular Disorders - includes a phenomenological analysis of a patient.

Helms, A. "RECORDING BOOKS FOR THE BLIND", 1951, 24pp.

As far as reading is concerned, there are notes on:- voice, delivery, speed, common reading faults, effective reading, fiction and copyholders. For editing, there are notes on:- announcements, spelling, foreign words and phrases, footnotes, illustrations, diagrams, graphs, mathematical and scientific symbols, transitions, table of contents and pronunciation. Finally there are suggestions on planning a recording and on the environment in which to record.

Heywood, I.M. "ON BEHALF OF THE BLIND", 1910, 47pp.

A guide for people wanting to help the blind following the formation of the 7 Unions of Agencies for the Blind. Describes the formation and aims of the Unions, and the difficulties there are to be faced. Practical suggestions are given of ways to help the blind and on setting up a new society for the blind.

Hof, J.O. 'A SURVEY OF HEREDITARY BLINDNESS AT THE SCHOOL FOR THE BLIND AT WORCESTER (PRETORIA)", 1968, 40pp.

Chapter 1 - group and method N=1417, these were interviewed together with parents and staff and their school files consulted. Chapter 2 - details distribution by sex, age at onset, eye condition (classed by site and type) and looks at the syndromes observed. Chapter 3 - covers etiology and combination of eye conditions, degree of vision, prognosis and treatment. Chapter 4 - looks at family pedigrees, consanguinity, heredity, etc. Finally there is a summary and a list of recommendations re: recording of medical information; preventive measures.

Huffman, M. and Kirk, S. "FUN COMES FIRST FOR BLIND SLOW LEARNERS", 1957, 157pp.

Difficulties in education - for teacher/child, problem of parental attitudes, residential school; educational objectives - generally/for handicapped - example and explanation of daily program; Growth through interest and experience - value of play, using play to acquire experience in academic areas; evaluation of special class program - I.Q. scores didn't change significantly but there was a noticeable change in achievement and an awareness, also a favourable change in parental attitude.

Hyde, J. "LAW AS A PROFESSION FOR THE BLIND", 1954, 67pp.

Purpose: (1) to shed light on problems to be encountered and compensations to be expected; (2) discusses various types of practice of law - advantages/disadvantages to aid decision as to type best suited to prospective lawyer; (3) deals with more advanced phases of career as perspective - contents - Law student, city lawyer, small town lawyer, suburban lawyer, judge, law professor, lawyer in public life, federal employee, list of legal work.

Imamura, S. "MOTHER AND BLIND CHILD", 1965, 78pp.

Behaviour observation study of 10 blind, 12 sighted pre-school children. Nine behaviour categories each containing a number of defined acts were observed in subjects' social interaction in the home; comparison of behaviour of blind/sighted subjects in interaction with mother; comparison of mothers' behaviour towards blind/sighted subjects; correlational analysis of mother-child interaction; dependency in blind children; summary and conclusions. Appendices: A - list of instigating, central and effect acts prepared for observers; B and C - relevant tables.

International Conference of Educators of Blind Youth, Committee on Teacher Training. "THE TRAINING OF TEACHERS OF BLIND YOUTH", 1962, 48pp.

Papers:- University of Birmingham course for training teachers of blind children; College of Teachers of the Blind; Teacher training in Germany; Educating Teachers for blind children; Professional Education for teachers of the visually handicapped in a Teacher Education Centre; Teacher training within a residential school program; Teacher training in India; What provision should be made for training teachers of blind children; summary of facilities in various countries.

International Conference of Educators of Blind Youth. "THE EDUCATION OF BLIND YOUTH", 1952, 248pp.

Work sessions were held on:- Needs of the pre-school child; the additionally handicapped child; Needs of the average child; Physical education in the schools; the child of superior intelligence; continued general education for youth; Social needs in a seeing world; Staff co-operation in a school; Co-operation of schools with parents; Books and general educational media; Educational psychology. Summaries are given of educational facilities in all the 30 countries taking part.

International Conference of Educators of Blind Youth. 1957, 200pp.

Parent education; Functions of housemothers in schools for the blind; Educational facilities for amblyopic pupils; Vocational training and placement; Curricular problems in rural schools for the blind; Blind children in rural communities; Extra curricular activities in a school for the blind; The blind child's contact with sighted children; Guidance and vocational counselling; Preparing blind pupils to take their place in the world; Teacher training; Current research in G.B.; Current research in U.S.A.; Influence of loss of sight on other abilities; Eyesight and normal developments; Resolutions adopted.

International Congress of Workers for the Blind. "THE PLACE OF THE BLIND IN THE MODERN WORLD", 1949, 66pp.

Questionnaires on the existing arrangements for the welfare of the blind were sent to countries attending the conference, arranged under the headings:- Ascertainment; Rehabilitation and Training; Employment; Economic Provision; Care of the blind at home; Homes for the blind; Responsibility for the blind; Legislation; Special facilities. The résumé is in two parts:- (1) a general outline, (2) details of each country (22 in all).

International Conference on the Blind: Report. 1905, 318pp.

Papers given at the conference are reprinted here: Education of the Blind under the Elementary Education (Blind and Deaf Children) Act, 1893; Higher Education of the Blind; British Braille Committee Report; The Problem of the better and more general employment of the blind; A Central Bureau and a National Register - the best means of bringing them into existence, and the benefits to be derived; Problem of the Defective blind; Outdoor blind of Scotland; Boards of Guardians and their relation to the Blind. Accounts are also given of visits to the Dundee Institution for the Blind, the Glasgow Royal Asylum and the Edinburgh Institution at West Craigmillar.

International Conference on the Blind. 1908, 318pp.

Papers include: The housing of the blind; The technical training and industrial employment of the blind in the U.S.; Commercial training of the blind; Recreations for the blind; Technical instruction of the blind in France; Past, Present and Future of the blind in Japan; The blind in Eastern Countries; Preventable blindness; Psychology of blindness; Music for the blind; The blind in Ireland; Scientific Books in braille; Discussions on these papers are also reproduced.

International Conference on the Blind. 1911, 441pp.

Papers include: Libraries for the blind; Teachers of the blind; A retrospect of the more recent musical education of the blind; Aftercare; Training in the requirements of social life; General pensioning of the blind; Prevention of blindness from Ophthalmia Neonatorum. Discussions after these papers are reproduced in full. There are also reports from the General Conference Committee, the Pensions Committee, the Committee on Preventable Blindness and the National Committee for Employment of the Blind.

International Conference on the Blind: Report. 1914, 577pp.

Papers include: How to improve attitudes of the public towards employment of the blind; How to deal with the incompetent blind; Pianoforte tuning; Elementary education of the blind; Suggestions on massage by the blind; Scouting, Salesmanship; Blindness in adult life; sight saving; problems of the education of high myopes and of the P.S.; Esperanto. Accounts are given of work for the blind in England and Wales, Australia, Uruguay, Syria, Brazil, Russia, Denmark, India, China and America.

Irwin, R.B. "SIGHT SAVING CLASSES IN THE PUBLIC SCHOOLS", 1920, 31pp.

Describes the origins and aims of sight saving schools; and the procedure in establishing sight-saving classes - lighting, decoration, equipment, methods, relationship with parents. Appendices include eligibility for sight-saving classes and treatment; and classification of eye conditions of the first pupils in Ohio.

Jackson, C.R.S. and Petrie, E.B. "PARTIAL SIGHTEDNESS", 1969, 55pp.

A pilot study of 605 P.S. patients in the eye department of Edinburgh Royal Infirmary looked at - incidence, age and sex distribution, causes, prognosis, effects on personal and social needs, training and rehabilitation of the partially sighted. Services available to registered persons are set out under the headings - educational, general, financial. There follow chapters on: the problem of reading, the registration (procedures and advantages) of the P.S., the education of the visually handicapped (including a review of education in the Edinburgh area) and finally a summary and recommendations.

Javal, E. "THE BLIND MAN'S WORLD", 1904, 158pp.

Advice from a man who went blind at the age of 60 to others who have recently lost their sight. Includes: dependence and freedom; other senses as substitutes for vision; domestic occupations; professional pursuits; cleanliness, hygiene and health; meals; watches and clocks; walking in town and country; the tandem tricycle; travelling; relations with the world outside; reading aloud; writing, correspondence with the sighted; geographical plans, maps and sketches; music; games; tobacco, memory and mnemonics; Esperanto; marriage; the sixth sense; psychology of the blind; methods of accelerating reading; useful addresses.

Jelfs, B. "NOTES AND COURSES OF INSTRUCTION IN LIGHT HANDICRAFTS", 1950, 20pp.

Includes:- cane seating - materials, tools, preparation of materials; patterns and notes for instruction. Also has notes on rush seating, seagrass and cord seating and basketry with glossary of terms.

Johnson, Y. "A BLIND CHILD BECOMES A MEMBER OF YOUR CLASS", 1961, 31pp.

A manual for teachers in sighted schools who have a blind pupil for the first time. Gives examples of ways in which the Resource Teacher will help, of ways to increase the use of senses other than sight as channels of learning. There is advice on how to make the blind child feel comfortable and adequate and on maximum use of time and circumstances (including learning through play). Finally there is a list of teaching aids to use with blind children.

Jurmaa, J. "ABILITY STRUCTURE AND LOSS OF VISION", 1967, 128pp.

The study attempts to answer the questions:- (1) to what extent is the ability structure of the blind differentiated? (2) How are various ability traits dependent on age at onset, duration, and degree of blindness? (3) How is spatial ability related to the various sense modalities? 228 blind and 105 sighted children were compared on tests of:- verbal comprehension, mental arithmetic, spatial ability, arithmetical reasoning, memory, kinaesthetic memory, dexterity, tactual discrimination and Seashore variables. All the tests are described. Results analysed and discussed with reference to the above questions.

Klein, G.S. "BLINDNESS AND ISOLATION", 1962 (Vol. XVII, P/A Study of the Child, pp82-94), 13pp.

Looks at effects of blindness on ego functioning and the two kinds of deficit: (a) specific sensory deficit, (b) isolation from the environment, reduction of opportunities for assessing environmental facts and signals which have serious consequences for adjustment. Discusses a case study of a retarded child and points out that blindness per se doesn't limit development; rather it is isolation and lack of continuous feedback.

Krimsky, E. "CHILDREN'S EYE PROBLEMS", 1956, 175pp.

Describes first the normal development and properties of the eye and deals with congenital and hereditary disorders and R.L.F. There follows a section on examination and symptoms of eye trouble. Other sections deal with localised disorders (e.g. eyelids, conjunctiva, cornea, retina etc.), other eye disorders (e.g. infections, injuries, tumours, glaucoma, strabismus), and eye disorders of systemic origin (e.g. the nervous system, metabolic disorders, tuberculosis, allergy, etc.) and finally problems in management of eye disorders.

La Sizeranne M,de. "THE BLIND SISTERS OF ST. PAUL", 1907, 303pp.

The first half of the book 'The Psychology of Blind Women' looks at how to cope without sight, the use of other sensory modalities in appreciating surroundings; at physical activity in everyday life; and at the blind woman her self-appearance, disposition and affections. Part II 'The Community of the Blind Sisters of St. Paul' details the origin and history of the order and describes the convent and the life and work of the nuns (music, knitting, making brushes and printing books).

League of Nations, Health Organisation. "REPORT ON THE WELFARE OF THE BLIND IN VARIOUS COUNTRIES", 1929, 284pp.

Outlines measures taken (in 26 countries who replied to a questionnaire) to deal with the welfare of the blind. After a short history of the care of the blind the report shows how differently the various countries define blindness and analyses statistics on incidence. It classifies the blind and describes the measures adopted for helping the blind under school age, elementary education, vocational training, employment, and the care of the unemployable and needy blind. The appendices show in greater detail what has been done in these directions and Appendix 5 describes in some detail the history and organisation of braille literature. Other appendices deal with causes and prevention of blindness and various other matters.

Lende, H. "WHAT OF THE BLIND", 1938, 214pp.

A collection of essays: general survey - the blind and resources for their aid; causes and prevention of blindness; the blind pre-school child; education of the young blind; advantages offered children in day school classes for the blind in public schools; psychology of blindness; social adjustment of the blind; home teaching; employment of blind people in competition with the seeing; the blind under the Social Security Act; volunteer work with the blind; what should be done for the deaf-blind; reading and recreation; sources for research.

Lende, H. "FEDERAL LEGISLATION CONCERNING BLIND PERSONS IN THE U.S.", 1958, 32pp.

Covers legislation on:- education of the young blind; library service; special mailing privileges; vocational rehabilitation; government purchase of blind-made products, financial aid; Income Tax exemption and transportation.

Library Association and N.A.E.P.S. "CLEAR PRINT", 1971, 65pp.

Set of papers: "Lighting for the partially sighted"; "The design of Clapham Park School for the Partially Sighted"; "The menace of small print"; "Library provision for the visually handicapped". Appendix - the extent of library provision for the visually handicapped- (1) aids to visually handicapped readers in a London borough library service, (2) Aids to visually handicapped readers in a county library service, (3) Aids to visually handicapped readers in a county borough library service.

Library Association and N.A.E.P.S. "CONFERENCE ON PRINT FOR THE VISUALLY HANDICAPPED READER", 1970, 64pp.

Set of papers: "Medical aspects and the particular problems of adults"; "Research into print design for the visually handicapped reader"; "The practical problems of producing large print books for sale"; "Reading for the visually handicapped, and the National Library for the Blind Austin Books"; "User problems of the visually handicapped reader, with particular reference to children".

Lightfoot, W. "THE PARTIALLY SIGHTED SCHOOL: AN EXPOSITION AND STUDY OF THE METHODS USED IN ENGLAND FOR THE EDUCATION OF VISUALLY HANDICAPPED CHILDREN", 1948, 174pp.

The book begins with the history and development of partially sighted education and then has sections on: the teacher (aims, qualifications, training needed...); school building and equipment; organisation of classes; curriculum (writing, reading, maths, geography, P.E., art, music, science, handwork); the human eye; and finally, medical attention and after-school care.

Linville, J.G. "A DIRECT TRANSLATION READING AID FOR THE BLIND", 1965, 54pp.

A reading device for the blind is proposed in which a facsimile of ordinary print is presented tactually. The tactile image is presented by a dense array of pins which can be made to vibrate individually through perforations in a plate on which the finger of the reader is rested. The image of ordinary print is focussed on an array of photocells which are coupled one-to-one to piezoelectric reeds which drive the image-producing pins. Engineering considerations are presented. Successful reading texts are reported for three subjects.

Long, E.H. "THE CHALLENGE OF THE CEREBRAL PALSID BLIND CHILD", 1952, 36pp.

The first chapter deals with the problems of the multiply-handicapped in general, with suggestions for increasing efficiency of aid to these people. Next there is a discussion of the findings of a questionnaire sent to schools for the blind/crippled to determine the status of the blind cerebral palsied child:- deals with admission/refusals; aid received; distribution between blind and crippled schools; recommendations on educational placement. Other sections deal with:- agencies; causes, incidence and classifications of cerebral palsy; pre-school training; formal education; outlook for the future.

Los Angeles City Schools. "EDUCATION OF THE BLIND CHILD", 1951, 245pp..

This instructional guide for teachers of the blind is in 3 parts. Part 1: describes educational problems peculiar to the teaching of the blind, and provisions made for them by the City of Los Angeles and the State of California. Part 2: lists the laws of the Education Code, State of California, which concern the blind child. Part 3: refers to specific subjects in the curriculum, making suggestions as to how blind children may be helped to engage in learning experiences planned for all children and develop more accurate concepts (sensory interpretation, language arts, reading, writing, spelling, arithmetic, social studies, science, music, P.E., handicrafts).

Lowenfeld, B. "OUR BLIND CHILDREN", 1971, 244pp.

"To parents": "Facts about blindness"; "You and your blind child"; "As your baby grows"; "Growing towards independence"; "Attitudes of parents"; "Nursery school"; "Kindergarten"; "School age - alternative systems of schooling; special teaching methods; adolescence; multiply-handicapped blind children; questions parents of ten ask-answered; appendices: informative reading; periodicals; educational facilities; organisations".

Lowenfeld, B. "BLIND CHILDREN LEARN TO READ", 1969, 185pp.

The book begins with a history of the development of braille and a review of research on braille reading. The core of the book is the report of a study which explored the present status of braille reading in schools, and determined the characteristics of efficient braille readers and the methods of instruction most likely to produce them. A chapter on "Readiness for Learning to Read" offers advice for helping the pre-school child, and another discusses the role of the teacher as the child progresses. Finally, special problems in braille reading are dealt with.

Lukoff, I.F. et al "ATTITUDES TOWARDS BLIND PERSONS", 1972, 74pp.

A set of essays - "Attitudes toward the blind"; "Prejudice and the Blind"; "Blind Persons and their families"; "Agencies and professionals in the field of the blind"; "Agencies and professionals outside the field of the blind"; "American Community - media, legislation, education"; "A legislator assesses attitudes toward blindness"; "On playing Don Baker in 'Butterflies are Free'".

Lunt, L. "IF YOU MAKE A NOISE I CAN'T SEE", 1965, 159pp.

A story of the early years of Overley Hall - a Sunshine Home for multiply handicapped blind children: early days, organisation of the house and families, parental nature of the job, visitors, dealing with fear, contact with home - letters, telephone and tapes, dealing with pain, organising parties, purposeful play, clothes for staff and children, tactual perception, holidays, the future.

McAuley, J. "VOCATIONAL SCHOOLS AS TRAINING FACILITIES FOR BLIND WORKERS", 1954, 95pp.

Benefits to blind trainee, agency, and programme of integrating blind/sighted; Enrollment - problems and information; different training plans; training techniques - for blind students and instructor; longterm planning. Appendices: (1) teaching blindfolded instructors how the blind learn to operate power machinery; (2) recorded impressions of blindfolded instructors; (3) place of vocational schools in rehabilitation; (4) examples of problems raised by vocational school men; (5) references.

McAuley, W. "THE BLIND PERSON AS A COLLEGE TEACHER", 1961, 88pp.

Results of a survey - questionnaires to colleges and universities, blind teachers, teacher placement bureaus. (1) College demands on blind students, financial, matriculation, campus adjustment, reading/writing, etc. (2) Role of college teaching: preparation, functioning, relationships, techniques in various fields. (3) Problems of entrance and advancement in the profession, skills and qualities required.

MacFarland, D.C. "A STUDY OF WORK EFFICIENCY OF BLIND AND SIGHTED WORKERS IN INDUSTRY", 1956, 58pp.

MacFarland reviews the literature on blind workers then goes on to describe his own study - the subjects and their jobs, tests used, factors included, data collection and analysis. The blind workers were found to be at least as good as the sighted on five factors and on one factor (tardiness) were significantly better. Very significant differences between blind and sighted subjects on motor skills test did not show a corresponding difference in efficiency. Difference in I.Q. suggests blind may need to be more intelligent to succeed.

McGuire, L.L. "PSYCHODYNAMIC DEVELOPMENT-PROBLEMS IN THE CONGENITALLY BLIND", 1968, 269pp.

The book begins with a review of the literature and then describes the present study - to see if there is something inherent in blindness itself which is a cause of developmental lag and to isolate characteristics predictive from favourable and unfavourable conditions. Case histories are given of 15 non-hospitalized and 12 hospitalised blind children and analyses made of the family and child patterns according to the hypotheses. Conclusions lead to recommendations for a new theoretical position.

McLaughlin, S. "VISUAL PERCEPTION IN STRABISMUS AND AMBLYOPIA", 1964, 23pp.

Evidence is presented that the underlying disorder in the strabismus-amblyopia syndrome is an anomaly of visual perception: objects seen from the strabismic eye are perceived as 'unreal' - incapable of stimulating any sense modality except the visual. The perceptual disorder once acquired leads to a progressive series of changes in the appearance of the 'unreal' image - the end results being suppression of the image. This is a perceptual phenomenon - the entire process takes place in the absence of any change in the eye itself. Evidence is presented that this perceptual disorder accounts for the major clinical features of strabismus and amblyopia. Implications for the treatment of these disorders and for the understanding of normal muscular co-ordination/visual interpretation mechanisms are discussed.

MacMeaken, M. "OCULAR DOMINANCE IN RELATION TO DEVELOPMENTAL APHASIA", 1939, 60pp.

A study of severe reading disability in a primary school - involving 383 children between the ages of $7\frac{1}{2}$ and $10\frac{1}{2}$. Burt's reading test and the Stanford-Binet I.Q. tests were administered plus a test for 'eyedness'. Incidence of reading disability is related to chronological age and intelligence. Ocular dominance is related to backwardness and reading achievement (e.g. 10/12 "backward" children are found to be left-eyed). One chapter is devoted to the types of difficulties involved.

McNally, H.J. "THE READABILITY OF CERTAIN TYPE SIZES AND FORMS IN SIGHT-SAVING CLASSES", 1943, 71pp.

An evaluation of 12-, 14-, 18-, and 24-point types and ampli-type type and mimeographed. Criteria used were rate of eyeblink, speed of reading and a Luckiesh-Moss visibility meter. 72 pupils in sight saving classes were tested on six test forms, each taking about five minutes, with rest periods between each test. Results were inconclusive but suggestions are made for further research.

Mann, I. and Pirie, A. "THE SCIENCE OF SEEING", 1950, 225pp.

Includes: grades and varieties of sight; the brain and its relation to the eye; construction of the eye; kinds of eyes; what our eyes are made of; the retina and visual purple; cone cells and colour vision; vision and vitamins; things that may go wrong with the mechanism of seeing; things that may affect the functioning of the eye apart from disease and injury, facts and fancies about ocular hygiene and spectacles; what the blind can do and how they can be taught; notes on dealing with eye defects in England.

Marks, A.S. and Marks, R.A. "TEACHING THE BLIND SCRIPT-WRITING BY THE MARKS METHOD", 1956, 23pp.

The first section describes the writing guide used (illustrated). Before the lessons proper begin there are various things which have to be explained to those who have never had sight - the arrangement of script-writing, how to hold/use the guiding hand/the writing hand, how to hold the pen. Terms used in the lessons are then defined. Finally there is a set of 10 exercises with full instructions.

Martin, W. "INDUSTRIAL EMPLOYMENT OF THE BLIND", 1902, 32pp.

A short paper on 'the most suitable handicrafts for the blind when working in institutions' given at a conference in 1883 and followed by discussion which is also reported in full.

Martin-Doyle, J.L.C. "A SYNOPSIS OF OPHTHALMOLOGY", 1951, 238pp.

Includes:- routine examination of an ophthalmic patient; diseases of the conjunctiva, cornea, uveal tract (iris, ciliary body, choroid), retina, sclera, optic nerve, vitreous, lens, orbit, eyelids, lacrimal apparatus; glaucoma; intra-ocular neoplasms; optic anomalies of the eye; anomalies of ocular movements; subjective visual disturbance; ocular signs of general disease; contact lenses; eyes in malnutrition; ophthalmic operations; sympathetic ophthalmia; chemotherapy in eye diseases; ACTH and convoie in ophthalmology; allergy in ophthalmology; slit lamp microscopy.

Massachusetts Institute of Technology, Centre for Sensory aids Evaluation and Development. "BRAILLE RESEARCH AND DEVELOPMENT CONFERENCE", 1966, 82pp (Proceedings).

"A study of braille production and use"; "Automated braille and the profession of programming for the blind"; "Brailletran - a comprehensive braille transcription programme"; "Small computers and grade II braille"; "On reading braille"; "Braille research at George Peabody College"; "Effects of pattern complexity and redundancy on the tactual recognition of metric figures"; "Computer programming and the blind"; "Computer conversion of compositor tapes to grade II braille"; "Braille embosser and the display systems"; "Advances in braille embossing".

Massachusetts Institute of Technology. "CONFERENCE FOR MOBILITY TRAINERS AND TECHNOLOGISTS", 1967, 70pp.

A set of papers:- "Development of mobility programs which used canes as aids"; "Expansion of mobility training to children and aged"; "Basic techniques essential to orientation and mobility"; "Long cane training: its advantages and problems"; "The cane as a channel for communication of information"; "Towards the measurement of performance of travel skill"; "Lasers as mobility aids"; "The laser and the long cane"; "Travel pathsounder"; "Applications and field testing of three devices"; "Conference action - the implementation of a committee on orientation and mobility"; "Other projects suggested by conference participants".

Massachusetts Institute of Technology. "CONFERENCE ON NEW PROCESSES FOR BRAILLE MANUFACTURE", 1968, 76pp.

Set of papers:- "Computer translation of grade II Braille"; "Report of new braille program at A.P.H."; "Ongoing research and development at A.P.H."; "Display devices for computer translated braille"; "Braille electric typewriter"; "M.I.T. Braille embosser"; "Report on the braille reader"; "Braille transmission for the instructional materials centre"; "Report from the committee on professional activities of the blind, of the Association for Computing Machinery"; "Higher level computer language for computer translations"; "Math translation program"; "Braille outputs from reading machines"; "The role of IBM in research and development of aids for the blind"; "Recent developments in computerised braille"; "The development of automatic braille translation in Germany"; "Compositors tapes to braille - plans for producing a book and magazine"; "Open panel on planning for computerised braille".

Mayfield, K.E. "THE BLIND CHILD AND HIS READING", 1928, 215pp.

A handbook for teachers of primary braille reading including:- aims and objectives; mechanics of braille reading (e.g. pressure of fingertips, positioning, reading ahead on next line, posture, etc.); phonics and speech correction; discussion of three present methods of introducing beginning braille reading; projects relating reading to other subjects and games - learning by doing; reading difficulties; tests adapted for use with primary school children; materials.

Merry, R.V. "PROBLEMS IN THE EDUCATION OF VISUALLY HANDICAPPED CHILDREN", 1933, 243pp.

Looks at the general state of elementary education for the visually handicapped in 1933 - pointing out problems which still need solving and trying to clarify educational theories. Topics include: aims in the education of visually handicapped children; pre-school and kindergarten training; day school versus residential institution; sight-saving classes; health problems; intelligence of visually handicapped children and intelligence testing; school achievement; personality problems; guidance problems; problems in teacher selection and training.

Michaelson, I.C. and Berman, E.R. "CAUSES AND PREVENTION OF BLINDNESS", 1972 (Proceedings of the Jerusalem Seminar on the Prevention of Blindness).

Papers under the following headings:- (1) Public Health Ophthalmology (a) between nations (W.H.O. and another international organisation); (b) within nations (reports from nine countries); (c) organisation for teaching; research and information. (2) Clinical Problems in Developing Countries (a) trachoma; (b) onchocercias; (c) keratomalacia. (3) Clinical Problems in Developed Countries (a) diabetic retinopathy; (c) glaucoma; (c) retinal detachment; (d) amblyopia. (4) Basic Laboratory Studies (a) corneal specification; (b) cataracts; (c) retinal diseases. (5) Analysis of Prevention Possibilities.

Michigan School for the Blind. "CURRICULUM GUIDE - PRE-CANE MOBILITY ORIENTATION SKILLS FOR THE BLIND", 1966, 53pp.

Intended for parent/classroom teacher of young children - to have training as early as possible. Includes:- body orientation, posture, basic abilities, physical skills, sound identification, olfactory, indoor and outdoor orientation, mobility terms, concepts necessary for efficient travel, developing kinaesthetic ability, tactual discrimination, 6 terms necessary for good mobility, the compass, developing conservation of mass in primary school blind children, sound discrimination, orientation to the classroom - basic outdoor orientation. There are examples of activities, units, lesson plans and reference materials.

Michigan University - Conference for the blind. "PSYCHOLOGIC DIAGNOSIS AND COUNSELLING OF THE ADULT BLIND", 1947, 173pp.

Papers:- Somatopsychological aspects of blindness; Mental hygiene of blindness; Community and family problems related to adjustment of the blind; Employer attitudes and the adjustment of the blind; Adjustment and employment of blind persons of limited employability; Measuring intelligence of the blind; mechanical and manual ability tests for use with the blind; A survey of projective techniques for use with the blind; A method of using the MMPI with the blind; Vocational counselling of the adult blind; Needs and developments in psychological research for the blind.

Miller, I. "RESISTANCE TO CATARACT SURGERY", 1964 (A.F.B. Research Series No.12), 110pp.

First looks at the distribution and nature of blindness then goes on to report a questionnaire study to find out the variables influencing an individual's decision to accept or reject surgery for a cataract. Looks at socio-economic, ethnic, cultural and medical backgrounds of 157 people blind with cataracts of whom 40% were considered treatable but of this 40% less than half undergo surgery. Factors involved include financial dependency, social deprivation, isolation and ignorance - compounded by inadequate medical and social work services.

Mitre Corporation. "TOWARDS AN INFORMATION ENVIRONMENT FOR THE BLIND", 1970, 7pp.

Describes research on presenting machine-readable information on raised displays in the form of braille. The basic unit of the device is described and the author goes on to discuss its various applications, when used with different interface devices.

Moffatt, P. "AIDS TO OPHTHALMOLOGY", 1957, 282pp.

Includes:- examination of the eye; bacteriology; conjunctiva; diseases of the lids, lacrimal apparatus, orbit, sclera, cornea, uveal tract; glaucoma; diseases of the choroid, iris, vitreous, optic nerve and retina; cataracts, injuries to the eye; refraction; objective and subjective determination of refraction; prescribing and fitting glasses; myopia; examples in refraction; squint; muscle balance; accommodation disorders; paralysis of external muscles of the eye; amblyopia; hemianopia; eye sign of body disease; ocular therapeutics; operations; war injuries; eye conditions in school children; the blind; standards of vision; examination questions.

Monk, P. "THOUGH LAND BE OUT OF SIGHT", 1952, 157pp.

This book is a record of the first 24 years of Chorleywood College by its first headmistress. It describes the setting up and growth of the school, its customs, games, songs and character. Four pupils and a teacher recount their memories of school before Miss Monk recalls the war years. The book goes on to describe adaptations made in teaching and closes with a chapter on after-school careers.

Moor, P.M. "A BLIND CHILD, TOO, CAN GO TO NURSERY SCHOOL", 1952, 15pp.

This pamphlet deals with:- questions asked by nursery school teachers; interpretation of the child's needs; introducing a blind child to school; participation and performance in activities; preparing the other children for a blind child; techniques used by teachers; standards of readiness; evaluation of the experience.

Moor, P.M. "TOILET HABITS - SUGGESTIONS FOR TRAINING A BLIND CHILD", 1960, 7pp.

Small pamphlet for parents of blind children. 12 suggestions conducive to learning of good toilet habits.

Mueller, C.G. et al "LIGHT AND VISION", 1967, 200pp.

(A beautifully illustrated "Life Science Library" book.) (1) Vision - man's link with the world (with picture essay: versatile eyes of animals). (2) The Science of Light (picture essay: rays that bounce and bend). (3) The Eye as a Camera (picture essay: pioneers who captured images on film). (4) From Light to Sight (picture essay: how vision begins in the eye). (5) Exploring the Spectrum (picture essay: the paradox of colour). (6) Sensing light's many shades (picture essay: the mystery of colour perception). (7) 3-dimensions of vision (picture essay: more than meets the eye). (8) Seeing with the brain (picture essay: the craft of the artist). Appendices:- the evolution of the eye; a vocabulary for vision.

Nagera, H. and Colonna, A.M. "ASPECTS OF THE CONTRIBUTION OF SIGHT TO EGO AND DRIVE DEVELOPMENTS: A COMPARISON", 1965 (Vol. XX, P/A Study of the Child, pp.267-288), 22pp.

Study of 6 children in a unit for the blind (ages 4-8½). Gives brief history of children's blindness and present formulation in terms of Anna Freud's Developmental Profile - drive development, ego, superego, development of total personality, regression and fixation points, dynamic and structural assessment, frustration, tolerance, anxiety, sublimation potential. Singles out aspects of development specific to the blind and those in which they differ from sighted children.

National Academy of Sciences. "SENSORY AIDS FOR THE BLIND", 1968, 47pp.

The booklet deals first with the present status of sensory aids for the blind - reading (direct translation and recognition reading machines) and mobility aids. The next section deals with required research - assessment of information requirements of the blind; assessment of human perceptual and sensory capabilities; technological studies on acquisition, processing and display of information, and research on mobility aids. The third section deals with evaluation of reading and mobility devices. Finally there is a section on deployment of devices. Recommendations are set out.

National Committee for Research in Ophthalmology and Blindness, "PROCEEDINGS OF SYMPOSIUM ON RESEARCH IN BLINDNESS AND SEVERE VISUAL IMPAIRMENT", 1964, 113pp.

Papers:- The blindness register as a research tool; The International Research Information Service; The importance of the rehabilitation codes project; The national health survey special study of visual impairment 1963-64 and the war-blinded veterans research project; A pilot study of visual impairment; technological research and development on visual impairment.

National Institute of Neurological Diseases and Blindness. "BLINDNESS AND SERVICES TO THE BLIND IN U.S.A.", 1971, 212pp.

I. A summary of the characteristics and problems of the blindness system in the U.S., and proposed directions of change. II. The blindness system in the U.S. (incidence, agencies, government departments). III. Formulation and application of a general model for the blindness system. IV. Research and technology relating to the rehabilitation of the severely visually impaired. V. Blindness legislation. Appendix: Papers presented at a conference on vision impairment and rehabilitation: "Allocation of resources of the blindness system to the various constituencies of the blind population"; "Rehabilitation and visual impairments some issues in research and practice"; "New sources for workers in the blindness system"; "Technological development process in visual impairment"; "Psychosocial problems of the blind and the rehabilitation system"; "Connection of the rehabilitation system with the Ophthalmologist".

N.I.B. "REVISED BRAILLE FOR READING AND WRITING", 1923, 18pp.

Contains:- introduction to braille system and table of signs; Grade I table with explanations; general rules; Grade II table; column of contractions; list of abbreviated words; Grade II rules: appendix to general rules - additional composition signs, accents, diphthongs.

N.I.B. "STANDARD ENGLISH BRAILLE", 1931, 20pp.

Alphabet, introduction to braille system and table of signs; Grade I table and explanation; general rules; Grade II tables, contractions, abbreviated words, Grade II rules.

National Psychological Research Council for the Blind. "RESEARCH SUGGESTIONS ON PSYCHOLOGICAL PROBLEMS ASSOCIATED WITH BLINDNESS", 1951, 20pp.

Looks at present status and need for research activity and the special problems of research with the blind. Proposes needed research under headings:- (1) effects of blindness on personality; (2) psychological tests and measurement; (3) educational methods; (4) counselling techniques - adjustment, psychotherapy and mental hygiene; (5) vocational training and placement; (6) social psychology of blindness; (7) sensory aids and travel orientation; (8) demographic studies.

National Society for Prevention of Blindness. "ESTIMATED STATISTICS ON BLINDESS AND VISUAL PROBLEMS", 1966, 109pp.

The methods used to estimate blindness statistics are described fully to ensure proper interpretation of the figures - on prevalence of legal blindness; new cases of legal blindness, age distribution, causes of blindness, changing patterns in causes of blindness; glaucoma; school children needing eye care; P.S. school children; eye injuries to school children.

N.U.T. "THE EDUCATION AND WELFARE OF PS CHILDREN", 1935, 13pp.

A statement by the N.U.T. executive on the report of the Committee of Enquiry into problems relating to PS children (1934). Comments on:- special hospital schools; educational treatment of myopes/non-myopes; blind schools; residential schooling; openair schools; reading; leaving age; partially blind children and the sighted community - summarises the principal recommendations of the Committee and states agreement/disagreement.

Nezol, A. Jr. "THE SOCIOMETRIC STATUS, RECREATIONAL ACTIVITY CHOICES AND PHYSICAL EDUCATION OF INTEGRATED BLIND STUDENTS", 1971, 117pp.

This Department of Education dissertation found that, in a study of 60 blind secondary school students in sighted schools, there were significant correlations between higher sociometric status, higher quality physical education, and choice of active over sedentary recreational activities. Blind students were less well accepted than sighted peers and Nezol sees the latter as possible enhancers of acceptance. There is a review of the literature and a detailed account of procedure, instruments used and analysis of results.

Nolan and Kederis. "PERCEPTUAL FACTORS IN BRAILLE WORD RECOGNITION", 1969, 178pp.

Presents the findings:- nine research studies:- legibility of single cell braille characters; effects of word length, familiarity and orthography on recognition thresholds - for braille words - in general/at elementary school level; influence of numbers of dots, positions of dots and braille contractions on recognition thresholds; effects of context on recognition threshold for words varying in length, familiarity and orthography; braille word recognition by readers of low intelligence; effect of character recognition training on braille reading.

Norris, M. "THE SCHOOL AGE BLIND PROJECT", 1961, 55pp.

This is a follow-up study of the children involved in an earlier pre-school development study "Blindness in Children". It evaluates the child's experiences and relationships within the family, in school, and in the community. The study supports the position that deficits usually attributed to blindness are related primarily not to blindness per se but to limitations on the opportunities for learning experienced by the child. Given favourable opportunities, the blind child can achieve a much higher level of functioning than that usually expected of him.

Norris, Spaulding and Brodie. "BLINDNESS IN CHILDREN", 1959, 173pp.

A study of the development of the pre-school blind child, plan of study - principles, sample, controls, procedure; tests - Cattell, Kuhlmann, Hayes-Binet, Maxfield-Fjeld; comparison of blind and sighted children; qualitative studies of environment and the child's response to it, relationships with others, "summary of impressions" about each case; opportunities for learning scale/prognostic rating scale/degree of blindness scale/mobility scale - interrelation of these factors, school experience; six case studies showing conditions under which optimum development and learning takes place.

Omwake, E.G. and Solnit, A.J. "IT ISN'T FAIR - THE TREATMENT OF A BLIND CHILD", 1961 (Vol.XXI, P/A Study of the Child, 352-405), 54pp.

The first half describes the case history of a girl blind from birth (retrolental fibroplasia). The second half discusses what was happening. Looks at the effect of blindness on (1) establishment of object relationships; (2) secondary process functioning; (3) body image formation. The girl was originally autistic and had to act out feelings in play therapy. Mother was overwhelmed by unexpected twins and R.L.F.

Packard, B.L. "PERFORMANCE OF BLIND AND SIGHTED ON TACTUAL-KINAESTHETIC PERCEPTUAL TASKS", 1970, 58pp.

Reviews the literature and draws from it the hypothesis that, on a test of tactal-kinaesthetic perceptual functioning on a series of raised line drawings of varying complexity in their degree of embeddedness, the sighted subjects would perform better on the embedded tasks. Tests, procedures, scoring and characteristics of the 19 blind/19 sighted subjects used in the study are described. The blind were found to be superior on both embedded and non-embedded tasks. This is discussed, with reference to literature and recommendations made for future research.

Pearson, Sir A. "VICTORY OVER BLINDNESS; HOW IT WAS WON", 1919, 322pp.

A record of life and work at St. Dunstan's, the Hostel for the soldiers and sailors of the British Imperial Forces blinded in the war. The beginning of St. Dunstan's and what it became; a day at St. Dunstan's; the newcomer; hints on learning to be blind; in the classrooms; the blind masseur and poultry farmer; in the workshops; settlement and aftercare; rowing and outdoor sports; dancing and indoor amusements; blinded officers; the men from overseas; the lesson learnt; 'St. Dunstan's' review and other matters; the psychology of the blinded soldiers.

Perkins School for the Blind. "ANNUAL REPORT", 1956, 100pp.

Looks forward to the '56-57 calendar and back to the history of the school. There are reports from the trustees, the directors, the bursar and the treasurer. Other sections deal with - teacher training, pupils in the school, the extra curricular programme and the bibliography of current books.

Pfeiffer, E. "STUDY OF JOE: A BLIND CHILD IN A SIGHTED GROUP", 1958, 110pp.

A teacher's detailed account of the first blind child (R.L.F.) to be admitted to her nursery class. The account starts with home background, family-school relationships, family-agency relationships and a psychological evaluation of Joe. Mrs. Pfeiffer goes on to describe Joe's life at school - illustrated by excerpts from her diary - including eating, sleeping, dressing, dramatic play, art, music, nature study etc. Joe's relationships with adults and peers and the reactions of his peers to Joe are discussed and finally conclusions are drawn about his future.

Platt, H.E. "MUSIC FOR THE BLIND AS A RECREATION, EDUCATION, AND PROFESSION", 1908, 23pp.

The lecture was given as a series of questions and answers on such topics as: Music as recreation or profession?; At what age should musical education begin; Learning through braille alone or also by dictation and by ear?; Best means of teaching staff notation; Best methods of training blind musicians to become teachers of blind and sighted pupils; Pianola and gramophone as aids to memory; Improvements of braille music notation; Most suitable instruments for the blind; formation of bands; Musical examinations; Professional, musical blind - in choirs, orchestras, and the theatre.

Pratt, C. "PRACTICAL GEOGRAPHY FOR THE BLIND", 1937, 31pp.

Includes: braille maps, desk puzzle maps, geography games, geoplanus, globes, latitude and longitude, making geography practical, mercator map, plasticine maps, season apparatus, map projects.

Purse, B. "THE BLIND IN INDUSTRY; 50 YEARS OF WORK AND WAGES", 1925, 109pp.

Evolution of philanthropy; inception of the industrial era; report of the Royal Commission 1886-1889; progress of voluntaryism; employment of blind women; blind workers and Trade Union action; the productive capacity of the blind; methods of remuneration; value of personal initiative; vocational training and employment.

Quimby, N.F. "A STUDY OF THE CURRICULUM FOR RESIDENTIAL SCHOOLS FOR THE BLIND", 1939, 221pp.

A study of subjects offered, emphasis given to each subject and problems peculiar to the education of the blind. Questionnaires were sent to all 40 residential schools for the blind in the U.S.A. 33/40 reported on problems; 19/40 reported on courses of study. Quimby surveys related studies and outlines the history of curriculum development in blind schools. Courses of study are dealt with grade by grade, with special chapters on music, P.E., manual arts and economic status. Recommendations are made for all courses discussed.

Jewish Guild for the Blind. "THE PAST IS PROLOGUE... HUMAN WELFARE IN THE NEXT HALF CENTURY", 1964, 106pp.

Includes papers and discussion on human welfare in the next half century; discussions on the future in social planning for special needs (e.g. children's, family, and rehabilitation services, generic and specialised agencies, multi-disciplinary approach, etc.); workshops on various topics (e.g. rehabilitation needs in a changing society, integration of handicapped/non handicapped inter-generational problems, use of volunteers, student training, parental attitudes); and finally papers on the work of the Jewish Guild - past, present, and future.

Raskin, N.J. "A STUDY OF THE LIVING EXPENSES OF BLIND PERSONS", 1955, 44pp.

65 out of the 214 blind individuals in one town were interviewed (the 64 chosen are a 'stratified' sample for factors of age, degree of vision, family size and education) and statistics of living expenses compared with those of sighted people sampled by the Bureau of Labour statistics in the same town.

Background to study; Interviewing procedure; Results; Discussion.

Raskin, N.J. and Weller, M.F. "CURRENT RESEARCH IN WORK FOR THE BLIND. A SURVEY", 1953, 34pp.

The research surveyed is discussed under eight headings:- Studies in adjustment; intelligence, achievement and aptitude tests; education; vocational experience; cost of living; safety; facial vision; areas not currently being investigated - of which the first is by far the largest - 17 projects being outlined.

Reid, E. "FACTORS INFLUENCING VOCATIONAL REHABILITATION OF THE BLIND", 1960, 128pp.

Describes the work of one State's Commission for the Blind. Read the records of a sample of clients, evaluated the use they made of rehabilitation services and tried to find the factors most influential in determining success. Factors studied include: physical influences (age, sex, eye defect, degree of vision, etc.), family and environmental influences, education, resourcefulness, work history, travel independence, intelligence, aptitude, personality. There is a survey of related literature and an illustration of how counselling can change the course of rehabilitation. There is also an attempt to define, and suggest ways of meeting, unmet needs in all phases of education, rehabilitation and social welfare.

Révész, G. "PSYCHOLOGY AND ART OF THE BLIND", 1950, 338pp.

The first half of the book provides a theoretical foundation for haptics - the impressions conveyed by the tactile and kinaematic sense - and for the psychology of the blind. It deals first with the problems of space psychology and the origin of haptic spatiality and goes on to discuss the various types of haptics - haptics of space, of objects, of form. The second half of the book is devoted to the aesthetic experience and the sculptural activity of the blind, including discussion of the work of several blind sculptors.

Ritter, C.G. "TECHNICAL RESEARCH AND BLINDNESS", 1956, 40pp.

A survey of recent trends and developments in:- braille, talking books, reading machines, optical aids, guidance devices, study aids, aids in daily living, homemaking aids, work aids, recreational aids, prosthetic and medical aids. The final section is devoted to hope for the future.

Ritter, C.G. "HOBBIES OF BLIND ADULTS", 1953, 52pp.

This booklet attempts to indicate the endless variety of possibilities for building up old or new activities; first there are a few notes on hobby readiness and making notes, then there are three sections:- (1) handicrafts (e.g. leathercraft, woodwork, needlecraft, basketry, plastics, metalcrafts, jewelry, ceramics, doll craft, toys); (2) general hobbies (e.g. home repairs, gardening, animal breeding, cooking, sculpture, photography, music, ham radio, magic, collecting, fishing, etc.); (3) social activities (e.g. dancing, bingo, etc.). Addresses and references are given for all sections.

Riviere, M. "REHABILITATION CODES - CLASSIFICATION OF IMPIARMENT OF VISUAL FUNCTION", Final Report - 1970, 87pp.

Attempts to produce a useful way of describing the effects of defective vision on the person's ability to carry on his everyday life - more useful to rehabilitation staff than diagnosis of pathology or defect. Includes background to the project; dryrun test; field tests - protocols and record forms; summary and recommendations.

Rodenburg, L.W. "THE STORY OF EMBOSSED BOOKS FOR THE BLIND", 1955, 16pp.

A history of raised print from far distant times through the eras of Roman letters, Moon, ascendency of braille, New York point, strife between rival codes, to the printing of braille and its triumph over other methods. Describes final standardisation of braille and music notation. Discusses reading and writing of braille. There is also a short history of printing.

Ross, I. "JOURNEY INTO LIGHT; THE STORY OF THE EDUCATION OF THE BLIND", 1951, 390pp.

A history of the blind - portraying different personalities among the blind who have succeeded. Part I ranges from Didymus to Valentin Hauy; Part II starts with Louis Braille and leads up to the Perkins Institution and the talking book. Part II takes in "The Lighthouse" and St. Dunstan's, tells of Helen Keller, and closes with a look at the blind around the world.

Rowe, E.D. "SPEECH PROBLEMS OF BLIND CHILDREN: A SURVEY OF THE NORTH CALIFORNIA AREA", 1958, 39pp.

148 schoolage blind children were screened for speech defects. The percentage of speech defects found was low compared with most public school surveys and all defects were minor. Given a larger sample and assuming natural experiences and relationships it is concluded that, contrary to general opinion, the speech of blind children is no worse (or better) than that of sighted children and where speech defects occur, blindness is not the determining factors. Implications are drawn for future research and there is a review of related literature.

Royal Commonwealth Society for the Blind. "BLINDNESS IN WEST AFRICA", 1959, 262pp.

The first half of the book gives the results of a survey of the causes and distribution of blindness in North Ghana, Nigeria and the Cameroons. Following a description of the three areas and the results of earlier surveys, there are descriptions of diseases common to the African eye. The present survey is dealt with, a chapter each devoted to nutritional factors involved in blindness and blindness in children. The second half of the book studies the clinical aspects of onchocerciasis - a common disease about which little was known.

R.N.I.B. "APPARATUS AND GAMES FOR THE BLIND - PRICELIST", 1955, 11pp.

Includes:- shorthand equipment, braille writing machines and writing frames, pocket braille frames, styles, erasers, manilla paper, pen or pencil writing frames, binders, clocks and watches, games, maths apparatus, rules and measures, tools and aids, white walking sticks, miscellaneous, maps and globes.

R.N.I.B. "RESEARCH WORK FOR THE PREVENTION OF BLINDNESS 1962-1967", 1968, 32pp.

Contains progress reports from 10 research centres in Britain. Subjects include: genetic causes of ocular disease, corneal transplantation, metabolism of ascorbic acid in the eye, diabetic retinopathy, studies of rat retina, metabolism of the retina in normal and abnormal development, induced vascularisation of the cornea, abnormal fragility of capillaries in diabetics, clinical survey of patients with retinitis pigmentosa, etc. etc. A bibliography is included.

R.N.I.B. AND L.C.C. Joint Committee Report:- "THE USE OF OPTICAL AIDS FOR THE PARTIALLY SIGHTED", 1952, 16pp.

The investigation is divided into three parts:- Magnification by means of lenses illuminated and non-illuminated; Magnification by means of projection; and Handwriting. Various aids were tested and described in the hope that some will be useful to special classes for the partially sighted.

R.N.I.B. "THE CARE OF YOUNG BLIND CHILDREN", 1968, 12pp.

This booklet sets out to answer the questions most commonly asked by parents, e.g. "Why is he like this and is there any cure?"; "Ought we to treat him in a special way?"; "What kind of clothes and toys does he need?"; "What about training in clean habits and good manners?"; "Will he run into special danger and how can we protect him?"; "Ought he to be as much as possible with other children?"; "What services are available for him and ourselves?"; "How can we know if he is progressing satisfactorily".

R.N.I.B. "THE EDUCATION OF BLIND CHILDREN", 1968, 16pp.

There is first a short history of educational provision for the blind and a definition of blindness. Other sections are: Helping parents, Parent's Unit, Assessment, Nursery Schools, Junior and Secondary schools, Children with additional handicaps, Blind Children unsuitable for education in school, School leavers, Vocational guidance centres.

R.N.I.B. "HOW THE NEWLY BLINDED MAY BE HELPED", 1968, 8pp.

This leaflet is intended for those who have a friend whose sight has failed and wish to put at his disposal every possible source of help. It deals very briefly with the services available. Sections include: the Responsible Authority, Certification and Registration, The Pre-school child, The School child, The Adolescent, Pre-vocational training for adults, Training and employment, Blindness in middle and old age, Welfare Services, Reading, wireless, Games and Aids, social life, Homes for the Blind, the Deaf-Blind.

R.N.I.B. "NOTES FOR PARENTS OF BLIND CHILDREN", 1966, 16pp.

A guide 'to show how a normal child's upbringing can be adjusted by thought and imagination to suit a blind child'. There are sections on movement, feeding, speech, learning through touch, mannerisms, and social training.

R.N.I.B. "READING BY TOUCH", 1969, 16pp.

This short pamphlet gives a history of embossed symbols from the 14th Century to the present day, Moon and Braille being dealt with in most detail.

R.N.I.B. "TRAINING THE YOUNG BLIND CHILD", 1966, 20pp.

This booklet was written as a guide to the preparation of blind children and their parents for the beginning of school. There are sections on: learning to feed, toilet training, learning through play, learning by imitation, limitations of blindness, discovery by touch, how to help, social training, the importance of experience, personal relationships, slow learners, learning to be independent, toys to play with.

Rubin, E.J. "ABSTRACT FUNCTIONING IN THE BLIND", 1964, 64pp.

A review of the literature leads to the conclusion that more research is needed in the area of abstract functioning and the present study is then described. Three groups of subjects were used - 25 congenitally blind, 25 adventitiously blind and 25 sighted. Four tests of abstraction were used, on three of which the congenitally blind had the lowest mean score (two of these differences were significant). The results are related to other studies.

Rubin, M.L. and Walls, G.L. "FUNDAMENTALS OF VISUAL SCIENCE", 1969.

I: Light and Basic Concepts - properties of light, entoptic visual phenomena and the measuring of light; II: Intensive Vision and Electro Physiology - photochemical basis of vision psychophysics, visual acuities, Purkinje phenomenon; III: Chromatic Vision - nature of colour, colour vision theories, colour blindnesses and their diagnosis; IV: Spatial vision - binocular fusion, localisation, visual movement.

Rosalem, H. "COPING WITH THE UNSEEN ENVIRONMENT: AN INTRODUCTION TO THE VOCATIONAL REHABILITATION OF BLIND PERSONS", 1972, 361pp.

I: Vocational Rehabilitation Problems and Possibilities (looks at three problem areas - loss and restoration of vision, attitudes of blind and sighted toward blindness, and the psychological consequences of blindness; and discusses the means society has used to cope with these areas in social provisions and occupational opportunities). II: The Vocational Rehabilitation Process (testing, evaluation, counselling, training and placement). III: Special Vocational Rehabilitation Service considerations in serving the blind (sheltered employment; multi-handicapped; disciplines with an important role in the vocational rehabilitation of the blind; and factors contributing to improved vocational rehabilitation services for the blind).

Ryan, R.M. "THE RYAN SYSTEM FOR THE BLIND", 1910, 83pp.

A manual of reading, writing, arithmetic and music, intended for those who will not enter an institution to learn from a qualified teacher. Reading and writing are taught phonetically before transferring to the ordinary, longer mode of spelling. A simple system of one dot or dash for each vowel and one line for each consonant is used. The nine vowel sounds signs also represent the numbers 1 to 9, and besides Ryan's own system there is a mention of the Taylor system of numbers.

Sandler, A. "ASPECTS OF PASSIVITY AND EGO DEVELOPMENT IN THE BLIND INFANT", 1963 (Vol. XVIII, P/A Study of the Child, 343-361), 19pp.

Hypothesis: development of blind and sighted children follows roughly parallel courses up to about 12-16 weeks. But at the time of transition from the first, passive, oral phase to the second, active phase, the ego development of the blind child pursues a course which results in his passive self-centredness and lack of striving toward mastery. Discusses why this is so, with reference to case studies of children at Hempstead Child Therapy Clinic's nursery group.

Scholz, R.O. "SIGHT - A HANDBOOK FOR LAYMEN", 1962, 192pp.

The book aims to give laymen some understanding of the normal functioning of the eye - how the eye sees; the most common eye defects and a few rare disorders and correction of eye defects (e.g. long and short sight, astigmatism, glaucoma, cataracts). Other chapters look at:- how eye defects can reflect other ills, how to protect your eyes; the blind and partially sighted - who they are and how they are helped.

Scott, R.A. "THE FACTORY AS A SOCIAL SERVICE ORGANISATION; GOAL DISPLACEMENT IN WORKSHOPS FOR THE BLIND", 1967, 16pp.

This paper describes the process of goal displacement which has occurred in sheltered workshops for the blind, and analyses the impact which it has had on two factors in this welfare system. (i) the effect goal displacement has on blind workers and the whole employment program for the blind generally, and (ii) the ideologies which workers for the blind maintain above the capacities and desires of blind people to work in commercial settings and of the receptivity of sighted persons to hiring the blind.

Segal, A. and Stone, F.H. "THE SIX YEAR OLD WHO BEGAN TO SEE: EMOTIONAL SEQUELAE OF AN OPERATION FOR CONGENITAL BILATERAL CATARACT", 1961 (Vol. XVI, P/A Study of the Child, 481-509), 29pp.

The article begins with the case record of the child who refused to wear spectacles and became very difficult child. Treatment - play therapy - is described, explaining what the therapist was trying to achieve and the methods employed. Discusses the child's regression when treatment was terminated.

von Senden, M. "SPACE AND SIGHT", Sub-title:- 'The perception of space and shape in the congenitally blind before and after operation', 1960, 348pp.

1. Pre-Operative Data: evidence for and against the tactful conception of space, significance of Residual vision, spatial data from learning. 2. Post-Operative Data: visual perception of shape- initially/development, influence on learning. 3. Vision in Depth: whether objects are seen at a distance, perception of differences in depth, perception of solidity. 4. Consequences for Theory of Space-Perception: survey of positive and negative evidence for space perception in blind people. 5. Significance of Work for psychology, anatomy, physiology, philosophy. 6. Lists of Cases and Works cited, bibliography.

Shaw, A. "PRINT FOR PARTIAL SIGHT", 1969, 92pp.

An account of a research project on the design of reading materials for the partially sighted. The findings relate to reading of continuous printed text at close distances only; the factors investigated were type face, type weight, type size and type spacing. 288 adults and 48 children took part in the study. Part I deals with the background to the project -the case for typographic research, contributory factors, earlier research; Part II with aims and methodology; Part III with results and comment.

Shrager, P.G. and Susskind, C. "ELECTRONICS AND THE BLIND", 1965, 40pp.

A review of technological aids for the blind:- guidance devices (scanning with electromagnetic radiation, scanning with ultra sound, scanning with audible sound, electronic canes, straight line and direction indicators); methods of sensory stimulation (cutaneous and auditory stimulation); industrial aids for the blind; reading machines; artificial vision by direct stimulation of the brain; some engineering contributions to diagnosis of visual disease.

Siegal, I.M. "POSTURE IN THE BLIND: THE USE OF ITS DETERMINANTS IN THE DIAGNOSIS AND TREATMENT OF ITS PROBLEMS", 1966, 39pp.

The first half of the book looks at the cause and effects of malposture, the influence of postural reflexes, spatial perception and body image on posture. The second half deals with evaluation and treatment of malposture with exercises, splints and postural reconditioning.

Smith, V.H. and James, F.E. "EYES AND EDUCATION", 1968, 78pp.

The first chapter explains the structure and function of the visual organs; the second how to recognise eye defects and help to treat them. The third chapter concentrates on correction using glasses. There follows a discussion of the educational problems associated with common visual defects - defects of field, squint, nystagmus, colour vision, word blindness. Chapter V deals with common causes of sore eyes and Chapter VI with diagnosis in the classroom. Appendices:- measurement of visual acuity, contact lenses, glossary of terms.

Sorsby, A. "THE CAUSES OF BLINDNESS IN ENGLAND AND WALES", 1950, 42pp.

I: Incidence- causes of blindness in the past. II: Present Study- 19,149 BD3 certificates 1933-1943, method of analysis. III: Analysis- blindness from same cause in both eyes, different cause in each eye (Degree of blindness, age, sex distribution, causes, age at onset, prognosis, regional and occupational differences). IV: Discussion- of the present blind population, the changing background and the problems and prospects.

Sorsby, A. "MODERN OPHTHALMOLOGY", 1972, 4 volumes.

Vol.I- Basic Aspects: history of ophthalmology; anatomy, physiology; optics; pharmacology; special diagnostic procedures. Vol.II- Systemic Aspects: pre-natal pathogenic influences; infections; allergy; nutrition; endocrine disturbances; central nervous system; cardiovascular and haemopoietic systems; other systemic disorders. Vol.s III and IV- Topical Aspects- affections of the globe (including functional anomalies, tumours, infections, etc.); affections of the adnexa (lids, orbit, lacrimal apparatus); specialised forms of treatment (radiotherapy, physiotherapy and surgery); blindness (statistics, education, employment, etc.).

South African National Council for the Blind: Proceedings of the First Conference on Industrial Ophthalmology, 1960, 154pp.

Papers include: industrial ophthalmology; colour vision and colour in industry; eye injuries in industry; first aid in eye accidents; lighting; protective devices for prevention of eye accidents; eyesight and the ageing worker; street lighting; toxic and chemical injuries of the eye; burns of the eye; radiation effects on the eye; the driver and his vision; mining hazards and safety; the present position of occupational health in industry; the rehabilitation of the blinded workman. Includes discussion on each paper.

Southern Regional Association for the Blind. "CONFERENCE REPORT", 1958, 28pp.

The two conference topics were: 'The Occupational Centre of the Royal School for the Blind'; and 'The problem of Communicating with Deaf-blind People'. The speeches and the following discussions are all reproduced in full.

Southern Regional Association for the Blind. "CONFERENCE ON THE BLIND PRE-SCHOOL AND SCHOOL CHILD AND TECHNICAL HINTS ON COMMENTATING", 1955, 29pp.

Speeches and discussions on "The blind Pre-school child" (problems confronting him and his family, changes, work of the Sunshine Homes, outlook); "Some broadcasting experiences" - (as it applies to teaching the blind and bringing colour into descriptions of things they would like to see); "The Blind School Child" (how parents can help, formal work, educating to full capacity); and a demonstration of apparatus and games used in schools for young blind children.

Southern Regional Association for the Blind. "CONFERENCE ON MEDICAL ASPECTS OF BLIND WELFARE", 1957, 29pp.

Speeches and discussions on 'The ophthalmological aspects of blind welfare'; 'Medical Administrative Problems'; and 'The Partially Sighted'.

Southern Regional Association for the Blind. "CONFERENCE ON THE NEED FOR SPECIALISATION IN BLIND WELFARE", 1956, 19pp.

Arose from the possibility of creating 'general purpose social workers'. The speaker is against this and after outlining the history of blind welfare, Mrs. Ryan goes on to describe the work of the home teachers of the blind and to show how this could not be dealt with by a general purpose worker. Discussion on the topic is also printed verbatim.

Southern Regional Association for the Blind. "CONFERENCE ON THE PIERCY COMMITTEE REPORT", 1957, 42pp.

Introduced by the P.P.S. to the Minister of Labour and National Service - talking general about developments in the arrangements for employment of the disabled since 1944. The two main speeches were:- 'Resettlement of the blind with particular reference to the Piercy Report'; and 'Medical rehabilitation'. Discussion is also reproduced.

Southern Regional Association for the Blind. "CONFERENCE TO MARK THE CENTENARY OF THE HOME TEACHING SERVICE OF THE BLIND", 1957, 23pp.

Three speeches and ensuing discussions are reported:- "Looking Back" - early work and development; "Rehabilitation of the Blind Housewife". Hints on laundry, ironing, washing up, cooking, cutting bread, tea making, baking, vegetables, frying, sweeping, etc.; and "The Emotional problems of blindness".

Spencer, M.B. "BLIND CHILDREN IN FAMILY AND COMMUNITY", 1960, 142pp.

A mainly photographic study of children in the community with comments from parents and neighbours of blind children and advice and explanations for new parents of blind children. The pictures show a cross section of pre-school blind children in spontaneous activity - in the home and the community. The significant question is "How can we help the visually deprived child become an effective adult".

Stainsby, H. "THE EDUCATION OF THE BLIND", 1905/1908, 36pp.

The first part (1905) reprints a lecture on "the education of the blind under the elementary education (blind and deaf children) Act of 1893" and summarises answers to questions put by Stainsby to experts in the education of the young blind. Topics include: day versus residential schools, coed versus single sex classes, employment of blind teachers, outline of courses in various departments of school, musical education, recreation, gymnastics, discovering those children still not provided for, defects of the present system of education, working of the Act and possible improvements, apparatus required. The second paper (1908) deals with advances made since the first paper was read.

Sutton-Vane, S. "THE STORY OF EYES", 1960, 173pp.

Reports progress from the first microscopic blind unprotected living organisms to our present state. (a) Sight in the sea - the simplest of specialised eyes; (b) Beginnings of the nervous system and brain; (c) Colour vision - the first fish with rods and cones; (d) the Sight of amphibians - lubrication, change of lens position; (e) the First aimed vision - in early reptiles; (f) Winged vision - birds and insects - simple and compound eyes; (g) Highly developed frontal eyes with stereoscopic vision - primates; (h) human eye development; (i) the History of glasses; (j) adaptations required in space.

Taubenhaus, L.J. and Jackson, A.A. "VISION SCREENING OF PRE-SCHOOL BLIND CHILDREN", 1969, 106pp.

The manual is a guide for community leaders who wish to start a pre-school vision screening program in their own community. It provides information on the organisation and conduct of such a program in schools, clinics, and housing projects - including tests used, public relations, and the use, recruitment and training of volunteers.

Tenbroek, J. and Matson, F.W. "HOPE DEFERRED - PUBLIC WELFARE AND THE BLIND", 1959, 272pp.

Part I develops the theme that the blind are mentally competent, psychologically stable, socially adaptable and have the same needs as ordinary people. Parts II and III look at the development of public policy with the aim of measuring the quality and effectiveness of the major programs in security, vocational rehabilitation and employment - in terms of how well they meet the needs and capabilities of the blind.

Thomas, M.G. "THE FIRST SEVENTY YEARS; WORCESTER COLLEGE FOR THE BLIND", 1866-1936.

A history of Worcester College, the difficulties it faced and how they were overcome. The history is drawn from the records which could be found, and recollections of former pupils.

Thomas, M.G. "THE R.N.I.B. 1868-1956", 1957, 155pp.

The first part of the book deals with the history of the R.N.I.B. with chapters devoted to Armitage - the founder - and Pearson - the first president. The second part of the book describes the past and present work of the R.N.I.B. with chapters on:- administration, embossed types, radio-talking books, education, training, employment, Homes of Recovery, the blind in open industry, personal services and Homes, and personalities and contacts at home and abroad. Appendices:- (1) prevention of blindness; (2) chronology of events.

Thomason, B. and Barrett, A.M. "OPPORTUNITIES FOR BLIND TEACHERS IN PUBLIC SCHOOLS", 1961, 39pp.

A report on legal aspects, policies and practices affecting the employment of the blind in public schools. Questionnaires on these aspects were sent to state superintendents of education (in 50 states), to all state directors of councils or commissions for the blind, to all state directors of vocational rehabilitation. The questionnaire is reproduced in full and individual state reports are summarised (50 States).

Twersky, J. "BLINDNESS IN LITERATURE", 1955, 57pp.

This study draws examples of the blind as portrayed in western literature with two main aims: (a) to trace the evolution of attitudes towards the blind; (b) to contribute to the understanding of attitudes toward the blind. Four major periods are covered (1) before 1784, i.e. before systematic education of the blind; (2) 1784-1873, i.e. before the development of braille; (3) 1873-1914, i.e. before the rehabilitation of war blind - which had repercussions for all the blind in readjustment, favourable publicity and employment; (4) 1914-present day.

Typographica, 6. Has a chapter on "READING BY TOUCH" by Donald Bell, 1962, 23pp.

Has sections on:- early systems of touch reading; Hauy; genesis of braille; Gall's type; Fry and Alston; Boston line letter; Shorthand systems; Moon; Braille; Braille in the U.K., in America, and in non-European languages; uniformity of braille systems; braille printing; and solid dot braille.

U.N.W.H.O. "EPIDEMIOLOGICAL AND VITAL STATISTICS REPORT", 1966, 79pp.

Part I gives current data on natality, general mortality, infant and neonatal mortality. Part II gives statistics on blindness: number of blind persons per 100,000 population in certain countries; prevalence of blindness in some areas or groups of population of certain countries; incidence of blindness by age and sex; incidence by age of onset; incidence by etiology; site and type of affection; important causes of blindness.

U.S. Dept. of Health, Education and Welfare. "BLIND CHILDREN - DEGREE OF VISION, MODE OF READING", 1961, 37pp.

Data on the degree of residual vision is related to data on mode of reading to determine how much the new philosophy - that children should be encouraged to develop maximum use of vision rather than "saving" sight - has been put into practice and to which children it is most frequently applied. The findings reflect a variety of conflicting opinions and practice in the education of visually handicapped children and suggest that further study and improvement of methods is now required.

U.S.A. Office of Education. "EDUCATION OF VISUALLY HANDICAPPED CHILDREN", 1951, 46pp.

I: Visually handicapped children - who they are and what they need:- examples of blind and partially sighted children and how parents can help. Definitions of blindness and partially seeing. Some common causes and incidence. Community programs - finding the child; medical care; education; personal and vocational guidance; cooperation in institutes and workshops for parents; Sources and kinds of available aid. II: Making the school program serve the child's needs - describes type of room, equipment, materials, lighting required for each of blind/partially sighted, how classes are organised, and necessary qualities/ qualifications of teachers.

U.S.A. Office of Education. "TEACHERS OF CHILDREN WHO ARE BLIND", 1955, 109pp.

This study includes: (1) a committee report on competence needed by teachers of blind children; (2) a report of an evaluation of a list of competencies by the 100 superior teachers of the blind; (3) a comparison of (1) and (2); (4) an appraisal of the effectiveness of some recently prepared teachers of the blind; (5) an evaluation of professional experiences needed by teachers of the blind; (6) a summary of findings and implications for planning and research.

U.S.A. Office of Education. "TEACHERS OF CHILDREN WHO ARE PARTIALLY SEEING", 1956, 71pp.

The committee first discusses the professional qualifications and personal skills required by teachers of partially sighted children. 130 teachers rated the relative importance of a list of 87 competencies sent to them and a rank order was obtained - this was compared with committee opinion. Teachers were then asked to rate their competency on the 87 skills and the rank order was compared with that of the importance of the skills. There follows a discussion on the education and experience contributing to proficiency. Finally there is a summary of findings and suggestions for research.

U.S.A. Office of Vocational Rehabilitation. "OPPORTUNITIES FOR BLIND PERSONS AND THE VISUALLY IMPAIRED THROUGH VOCATIONAL REHABILITATION", 1959, 20pp.

The aim of this small leaflet is to show how blind people can become active, independent and self-supporting members of the community. It covers a series of step-by-step aids available to the blind in their search for gainful employment including counselling, training, placement, equipment etc., all free of charge. Finally it explains who is eligible and gives the addresses of state agencies for rehabilitation of the blind.

U.S.A. Vocational Rehabilitation Council, Committee on Relationships Between Rehabilitation Agencies and Schools for the Blind. "VOCATIONAL COUNSELLING OF BLIND STUDENTS", 1955, 24pp.

Part I covers information gathered on students graduating in 1948 and 1953, the counselling process, training and experience of counsellors, and opinions about the relationship between schools and agencies. Part II presents a report given at the 1954 AAWIS annual convention covering the relationship between schools and agencies. Part III compares the data of I and the opinions of II.

U.S.A. Veterans Administration. "TECHNICAL CONFERENCE ON READING MACHINES FOR THE BLIND - PROCEEDINGS", 1966, 16pp.

The main divisions of the agenda were:- single channel devices, direct-translation machines, intermediate machines, recognition machines, output/display systems, other systems of reading for the blind, use of telephone network, visual effects through stimulation of remaining parts of the visual system. Highlights of the presentation in these areas are covered and there is a bibliography.

Vail, D. "THE TRUTH ABOUT YOUR EYES", 1959, 126pp.

Looks at how the human eye develops and works; eye muscles; errors of refraction; facts and fallacies about wearing glasses; muscle disturbances; effect of vitamins on the eye; diseases affecting the eye in infancy; eye banks; cataracts; glaucoma; diseases of the retina; other eye disorders; injuries and infections of the eye and lids; reading difficulties; rules for good eye health.

Valvo, A. "BEHAVIOUR PATTERNS AND VISUAL REHABILITATION AFTER EARLY AND LONG-LASTING BLINDNESS", 1968, 6pp.

A case of recovery of vision after early and longlasting blindness is described. The patient was operated on using Strampelli's osteo-odonto-kerato prosthesis procedure which is briefly outlined. Neurophysiological and psychological data are discussed to explain the often dramatic difficulties and psychic depression encountered by these patients in their visual rehabilitation.

Verstrate, D. "SOCIAL GROUP WORK WITH DEAF-BLIND ADULTS", 1959 (AFB Publication), 55pp.

A descriptive study using historical agency material, case records and group process recordings based on a five-month period, with an analysis of such records pointing up specific changes in the area of relationship around program media. Describes the agency program for deaf-blind clients; the membership of the group; program development over the five-month period - the process of accepting the worker. Finally conclusions are drawn and implications for further practice in this field are pointed up. Makes recommendations on the training of volunteers; adaptation and use of program.

Villey, P. "THE WORLD OF THE BLIND - A PSYCHOLOGICAL STUDY", 1930, 403pp.

Part I: Intelligence- looks at general opinion, notions inaccessible to the blind; acquisition of ideas; intellectual peculiarities; psychology of tactile reading; the advantages of braille; preparation and execution of intellectual work. Part II: Substitution of senses and activity of the blind- the influence of loss of one sense on the other senses; development of touch and memory; sense of obstacles through hearing; physical activities for the blind. Part III: Substitution of images- spatial images-tactual and visual images compared; use of tactual images; conquest of spatial representation. Part IV: Indications with regards to the affective life- substitution of voice, hand pressure, perfume etc. for visual image in development of affect; nature; art; poetry. Part V: The psychology of the blind in society- sociability of the blind; obstacles due to inferior physical activity; other obstacles; suffering, moral dangers.

Watson, E. "BRAILLE MUSIC NOTATION FOR THE BLIND", 1902, 67pp.

A complete manual of graduated lessons, in braille/sighted, for sighted people who wish to teach blind people.

Weale, R.A. "THE EYE AND ITS FUNCTION", 1960, 209pp.

Includes: the developing eye; the nutrition of the eye; visual pigments; the visual pathway; the retinal image; the stimulated eye; spectral sensitivity; colour vision; the function and innervation of the intraocular muscles; the oculomotor muscles and eye movements; vision with two eyes; protection of the eye; the effect of some drugs.

Weelden, J. van "ON BEING BLIND - AN ONTOLOGICAL APPROACH", 1967, 114pp.

Considers spatiality- the blind man's being in the world - and intentionality- his participating in the world. Spatiality covers localisation - determining position - and somesthetic sense - and looks at various theories and forms of spatiality. Intentionality covers the blind man's relation to objects, to art, to himself, to other people and to God. Finally there is a section on what exactly makes the blind different from the sighted.

Wexler, A. "EXPERIMENTAL SCIENCE FOR THE BLIND", 1961, 97pp.

This is an instruction manual with many diagrams. Methods of instruction are given for: (a) embossed diagrams; (b) braille instrument scales; (c) audification of apparatus; (d) using a probe; (e) photo-electric apparatus; (f) microammeter with internal probe; (g) thermometry; (h) the micrometer; (i) weighing; (j) graphs and metrical space; (k) writing on cellophane for mathematics; (l) simplification; (m) simple methods of duplicating braille. Appendices: include list of experiments, bibliography of electrical aids, apparatus for experiments.

Wilkes, R. " SOME PROBLEMS OF PARTIALLY SIGHTED CHILDREN AND THEIR FAMILIES", 1961, 5pp.

The aim of the study was to find out (a) what happens to partially sighted children in the few years after they leave school, (b) whether they think their education fitted them for later life and work. 32 partially sighted young people between 16 and 21 years of age, and their parents, were interviewed. There are sections on: attitudes of parents and children to special schools, problems of adjustment to life and work on leaving school, attitudes of other people and, finally, finding work.

Wills, D. "SOME OBSERVATIONS ON BLIND NURSERY SCHOOL CHILDREN'S UNDERSTANDING OF THEIR WORLD", 1965 (Vol.XX, P/A Study of the Child, 344-364), 21pp.

The supposition was made that a child lacking a major sense would understand his world later, and in a different way, from a child with full sensory equipment. Observations made on blind nursery school children in Hampstead Child Therapy Clinic were examined. These children showed some difficulty in distinguishing reality and make-believe, a somewhat partial understanding of some common objects and certain differences in the way they compared and reasoned about them. This is discussed in the light of other work. While no general conclusions can be drawn on the basis of this very small group, the study raises certain doubts concerning the hurdles other blind children may surmount or retreat from in the course of their development, and concerning the importance of the mother not only in her nurturing role but more particularly as the child's alter ego helping him collect and organise his world without the aid of sight.

Witkin, H.M. et al "COGNITIVE PATTERNING IN CONGENITALLY TOTALLY BLIND CHILDREN", 1968, 20pp.

In a study using a special battery of perceptual and problem-solving tests and clay models of the human figure to assess articulation of body concept, it was found that, in addition to being inferior in analytical competence, the blind children were strikingly superior to the sighted in the capacity for sustained auditory attention, and about equivalent in verbal comprehension ability. The picture is one of unevenness in level of functioning from one cognitive area to another.

Wolff's "DISEASES OF THE EYE" revised by J.H. Smith, 1959, 226pp.

Diseases of the conjunctiva, cornea, eyelids, uveal tract, lens, retina, vitreous, sclera, optic nerve, orbit, lacrimal apparatus; ophthalmoscopy; glaucoma; injuries of the eye; congenital anomalies; the pupil; the field of vision; strabismus; nystagmus; errors of refraction; intra-ocular new growths; eye complications of some general diseases; bandaging and medicinal applications; list of drugs.

Wolf, J.M. "THE BLIND CHILD WITH CONCOMITANT DISABILITIES", 1967, 112pp.

Data obtained from chief administrators and class teachers in schools with special classes for mentally retarded blind children are related to the five objectives of the study:- (1) to determine the prevalence of mental retardation among blind children in residential schools for the visually handicapped; (2) to determine the prevalence of additional handicaps among these children; (3) to identify admission criteria; (4) to describe modifications of organisation and instruction for the mentally retarded blind child; (5) to get recommendations on instruction, training and skills needed, methods and techniques.

Worcheil, P. "SPACE PERCEPTION AND ORIENTATION IN THE BLIND", 1952, 28pp.

The role of visualisation in the ability of the blind to perceive and manipulate spatial relations, tactually, and to orient themselves spatially was investigated in three experiments:- (1) tactful form perception - employing methods of reproduction, verbal report and recognition; (2) tactful space relations - imaginarily constructing a total form from tactful perception of two parts of the form; (3) space orientation - subject had to return to initial starting position via a straight path after having been led in a right angle path; and via a right angle path having been led along a straight path. Used two matched groups of 33 blindfolded sighted and 33 blind.

World Council for the Welfare of the Blind. "PROCEEDINGS OF THE WORLD ASSEMBLY", 1954, 301pp.

Papers were grouped under the headings:- medical aspects of blindness in the 20th century - causes and cures; a definition of blindness - its basis and purpose; 20th century problems in developing national service programs; 20th Century vocational horizons - the blind as employed citizens; economic security for the blind in the 20th century - philosophies and methods; new horizons for the multiply disabled blind; 20th century progress in meeting the general welfare needs of the blind; expanding horizons for the blind through technical science; services available to the blind in member countries.

World Council for the Welfare of the Blind. "RECREATION CENTRES FOR BLIND PEOPLE IN EUROPE", 1967, 5pp.

Gives address and number of beds for centres in Belgium, Denmark, Germany, Netherlands, Norway, Switzerland, and U.K.

Wyman, M.M. and McIntire, H.C. "TRENDS IN EDUCATION OF THE PARTIALLY SEEING", 1955, 5pp.

The article contains two letters - one by a supervisor of special education in Kentucky putting forward the case for special education rather than integrated; and the other by a director of special education in Ohio, commenting on the first letter and recommending education in regular classes with resource rooms and teachers.

Zahl, P.A. "BLINDNESS", 1950, 576pp.

A book of essays by experts in the various fields of blindness, in 7 sections. Part I has essays on the history and welfare of the blind in U.S.A., G.B., Canada and Europe. Part II deals with education and psychology (e.g. the pre-school blind, child, the blind in public schools, home teaching casework, etc.). Part III discusses problems in work and vocational rehabilitation. Part IV has essays about the military blinded. Part V describes mobility and reading aids. Part VI deals with the new technological horizons and research. Finally there is a section on the causes of blindness.

Zahran, H.A.S. "A STUDY OF PERSONALITY DIFFERENCES BETWEEN BLIND AND SIGHTED CHILDREN", 1965, 10pp.

50 blind, 50 sighted children matched for age, sex, I.Q. and socioeconomic background were used in the study. The Williams I.Q. test and the Vernon Abstraction Test of intelligence were used to assess I.Q. For personality assessment, the writer prepared a blind children's structured interview, a sentences completion test, and a semantic differential. The junior Maudsley Personality Inventory was also used. Results imply that, in regard to basic personality variables, the process of adjustment in blind persons is not significantly different from that of the sighted.



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1st September, 1975.

Dear Colleague,

We were unable to provide you with our usual set of abstracts last term owing to a shortage of staff. However, we have now completed an annotated bibliography of all the books on visual handicap held in the Library of the University's School of Education. I think you will agree that Mrs. Hunter has done a very useful piece of work for all of us and in conveying this bibliography to you I thought you might like to be reminded about the "borrowing" procedures. The position is that members of the C.T.B. and N.A.E.P.S. may borrow books by visiting the Library in person or, where that is not possible, by postal application. The cost of outward postage is borne by the University but borrowers are responsible for postal charges for return of the books. I am sure you will agree this is very reasonable and I know that Dr Platt, the Librarian, will be pleased to help you.

Applications should be addressed not to us but to the Librarian, School of Education, University of Birmingham, P.O. Box 363, Birmingham B15 2TT.

Yours sincerely,

Michael Tobin.

P.S. Another bibliography that may interest you is entitled "Reading While Listening". I gather that copies may be obtained from the University of Leeds Institute of Education (Editor B. Daly).

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